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ABSTRACT

The 111th Street School is successfully educating black students K-6 in inner-city Los Angeles. The key to the program's success is a form of organization designed to functionally support an ungraded system of learning centers devoted to attainment of specific educational objectives. Two Directories, this for the classroom teacher and a separate volume for the principal, provide a complete pattern to follow in creating a similar structure within your own school environment. At 111th Street School teachers, resource personnel, and supporting aides and volunteers are organized into two units. The Early Childhood unit serves children who would normally be in K-3. The Upper Age group serves children who would normally be in grades 4-6. Students are freely transferred between the units based on their abilities. The environment of the 111th Street School is dynamic. Frequent faculty workshops, team meetings, and staff development activities result in improved procedures for managing the ungraded instructional program and the general operation of the school. Objective-oriented hard work by students, staff, and parents has resulted in significant improvement in academic performance. (Author/JM)

ED 091491

**Promising Practices
A Guide to Replication
Classroom Directory**

ONE HUNDRED ELEVENTH STREET SCHOOL

DR. LOVELIA P. FLOURNOY, PRINCIPAL

This Directory was produced by
The Los Angeles City Unified School District
Dr. William J. Johnston, Superintendent

in cooperation with

The Compensatory Education Activity Support Unit of the
California State Department of Education

Wilson Riles
Superintendent of Public Instruction

January 8, 1974

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The Classroom Directory

The 111th Street School is successfully educating black students from grades K-6 in inner-city Los Angeles. The key to the program's success is a form of organization designed to functionally support an ungraded system of learning centers devoted to attainment of specific educational objectives. Two Directories, this for the Classroom Teacher and a separate volume for the Principal, provide a complete pattern to follow in creating a similar structure within your own school environment.

To UNDERSTAND the 111th Street School Program:

1. Scan the TABLE OF CONTENTS of this Directory to see how the book is organized.
2. Read carefully the BACKGROUND section of this Directory.
3. Review briefly the CALENDAR section; note the key instructional events (in bold face) and the supporting events.
4. In Section 3 (SUPPORTING DOCUMENTS) read the Sample of Teacher's Planning Guide: Word Attack (page 35), the 111th Street School Assessment Procedures (page 51), and Classroom Management (page 58).
5. Review briefly the Sample Instructional Sequences for mathematics, reading, language, etc., beginning on page 63 to appreciate how the theoretical framework of IGE is applied in the school setting.

To PLAN Your Own Version of the 111th Street School Program:

1. Work only with the month of September in your CALENDAR. For each event described there, read carefully the SUPPORTING DOCUMENTATION and relate these procedures to your own student population and environment.

A Guide to Replication

2. Make a list of the changes in your instructional program that would be required to adopt a structure such as that used in the 111th Street School.
3. List the resources, (instructional materials, tests, equipment aides, student teachers, volunteers) that would be necessary to adopt such a program. Reference the Instructional Organization Plan (page 84), Assessment Procedures (page 51) and List of Instructional Materials (page 169).
4. List the subjects you would prefer to have treated in staff workshops.
5. Participate in staff discussions and incorporate the results of the above analysis into an overall school program plan.

To IMPLEMENT the New Program in Your Classroom:

1. Annotate your own CALENDAR to reflect decisions made in the overall school program plan. Note that the heavily preprinted first months of the CALENDAR provide patterns for your interpretation in later months.
2. Work within your team to organize the Instructional Schedule (page 94) for the age group you will be working with.
3. Receive your equipment, materials, and supplies and organize them into learning centers as described in Classroom Management (page 58).
4. Participate in the Staff Development Workshops to learn the diagnostic-prescriptive process outlined in the Planning Guide (page 35).
5. Perform the diagnostic testing, then begin the first three-week instructional cycle.
6. Proceed with events as calendared; participate in reviews with your team leader as scheduled.

Promising Practices
A Guide to Replication
 CLASSROOM DIRECTORY
 ONE HUNDRED AND ELEVENTH STREET SCHOOL
 TABLE OF CONTENTS

Part	Page
I. School Background	
Overview - General Information	1
School Organization Chart	2
Operation of the Instructional System	4
Instructional Model	5
Team Organization - Early Childhood	8
Team Organization - Upper Age Groups	8
Sample Instructional Schedule	9
Sample Lesson Plan	10
Three-Week Instructional Cycle	11
II. Calendar of Key Events	12
III. Supporting and Sample Documents	
Planning	
111th Street School and IGE	33
Sample of Teachers' Planning Guide	35
Sequential Development of Basic Reading Skills	41
Teacher's Prayer	48
Instruction	
Classroom Environment Guidelines	49
Assessment to Procedures	51
Classroom Skills Charts	53
Intensive Remediation Prescription Form	57
Classroom Management	58
Mathematics Instruction Sequence (Sample)	63
Reading Instruction Sequence (Sample)	89
Language Instruction Sequence (Sample)	106
Study Skills Instruction Sequence (Sample)	118
Psychomotor Instruction Program	127
Affective Domain Program (Sample Objectives, Workshop Agenda, and Criterion Measure Checklist)	138
Affective Domain Program (Health Objectives)	147
Music Program	156
Gifted Program	159
Teaching Schedules for Aides	161
Tutoring Guidelines	162
Standards for Noon and Recess Playground	165
Homework Policy	166
Consolidated List of Instructional Materials	169
Parent Involvement	
Suggestions for Parents of Able Children	174
Letter to Parents Regarding Teacher-Parent Conferences	176
Parent Conference Interview Pointers	177
Parent Conference Record of Pupil's Achievement	179
At Home Learning Activities	180
Projects for Rapid Learners	182
Teaching Aids and Materials for Home Use	183

111TH STREET SCHOOL OVERVIEW

GENERAL INFORMATION

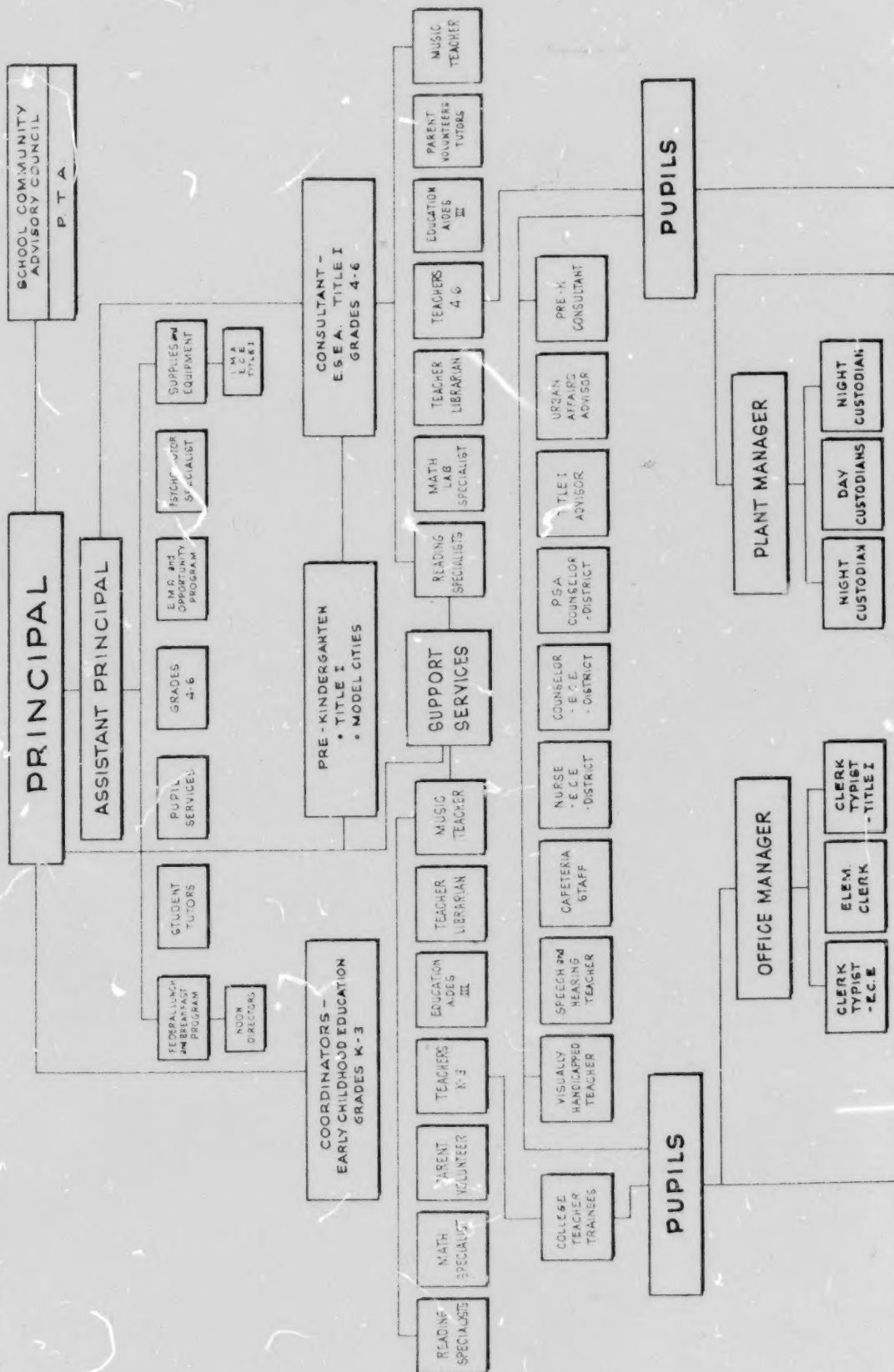
The One Hundred Eleventh Street Elementary School is in Administrative Area B of the Los Angeles Unified School District. Located in the heart of the Black Community of Watts, the school attracts visitors from other schools and school districts throughout the nation. Visitors are interested in observing the excellent instructional program and the enthusiastic cooperation of both children and parents of the largely disadvantaged community which the school serves.

The instructional program at 111th Street School is completely ungraded, with teachers, resource personnel and supporting aides and volunteers organized into two units. The Early Childhood unit consists of four teams and serves children who would normally be in grades K-3. The Upper Age Group serves children who would normally be in grades 4-6. Students are freely transferred between the units based on their abilities. Thus it is not unusual to see a student two or even three years older than the other students in a small group working on the same objective. Students may learn individually, or in small, class-size or large groups, depending on their individual needs and resources available.

The environment of the 111th Street School is dynamic. Frequent faculty workshops, team meetings and staff development activities result in improved procedures for managing the ungraded instructional program and the general operation of the school. The School Organization Chart is shown below. The staff at the 111th Street School have supplemented and modified the basic instructional design as necessary to accomplish the objectives of the school and the Los Angeles Unified School District. Since 111th Street is a Title I school, they have received the support of Title I administrative staff at Bimini Place Center on West 2nd Street in Los Angeles, and from the Compensatory Education Activity Support Unit, Program Development.

All visitors are impressed by the attitude of the students at the 111th Street School. Adults are met with bright smiles and friendly greetings when they encounter students in the halls or yard. The grounds and buildings are spotless largely because of student pride and assistance. Many of the boys participate in the Scouting and Cub activities of Troop 458 which is sponsored by the school. Parents also take pride in the 111th Street School and actively participate in the instructional program and overall school operation. Special classes are conducted to enhance the effectiveness of parent volunteers. Many parents who desire to do so, become paid aides after they have completed training and gained some experience. The Parent Advisory Council is also active in helping to set school policy and in solving problems requiring community support.

ONE HUNDRED ELEVENTH STREET ELEMENTARY SCHOOL - AREA B LOS ANGELES UNIFIED SCHOOL DISTRICT SCHOOL ORGANIZATION CHART



Objective-oriented hard work by students, staff and parents at this school has resulted in significant and sustained improvement in academic performance. A report released in October, 1973, by the District indicates that the 111th Street School is the only school in Area B to meet District Objectives at five levels, both for month-to-month gains and for reduction of the number of students in the lower two quartiles. The system at 111th Street School works. The purpose of this directory is to provide a succinct summary of what happens in the classrooms there. A companion PRINCIPAL'S DIRECTORY provides a similar summary of overall school operation.

DEMOGRAPHIC SUMMARY

SCHOOL LOCATION: 1630 East 111th Street, Los Angeles, California 90059
Telephone (213) 564-2545

POPULATION BY GRADE:	K	1	2	3	4	5	6	TOTAL
	101	134	131	127	142	126	133	894

NUMBER ON AFDC: 849 = 95%

ETHNIC BALANCE: 99.78% BLACK .22% MEXICAN-AMERICAN

OPERATION OF THE INSTRUCTIONAL SYSTEM

The program operates within the structure of the Instructional Model diagrammed below. The broadest objectives are derived from the 111th Street School Philosophy and the District achievement goals stated earlier. A complete range of objectives (Step II on the model) have been stated in behavioral terms and comprise a continuum for the whole school population. Some of these statements are reflected in the Reading, Mathematics, Study Skills, and Affective Domain sample lesson plans provided in the classroom directory. The complete continuum is documented in the school files.

A critical phase of the program is the first three weeks of the school year. In this period, two major events occur—diagnostic testing and staff preparation. Children are maintained on a minimum day schedule and are tested for both diagnostic and achievement pretest purposes.

Tests Used In First Three Weeks

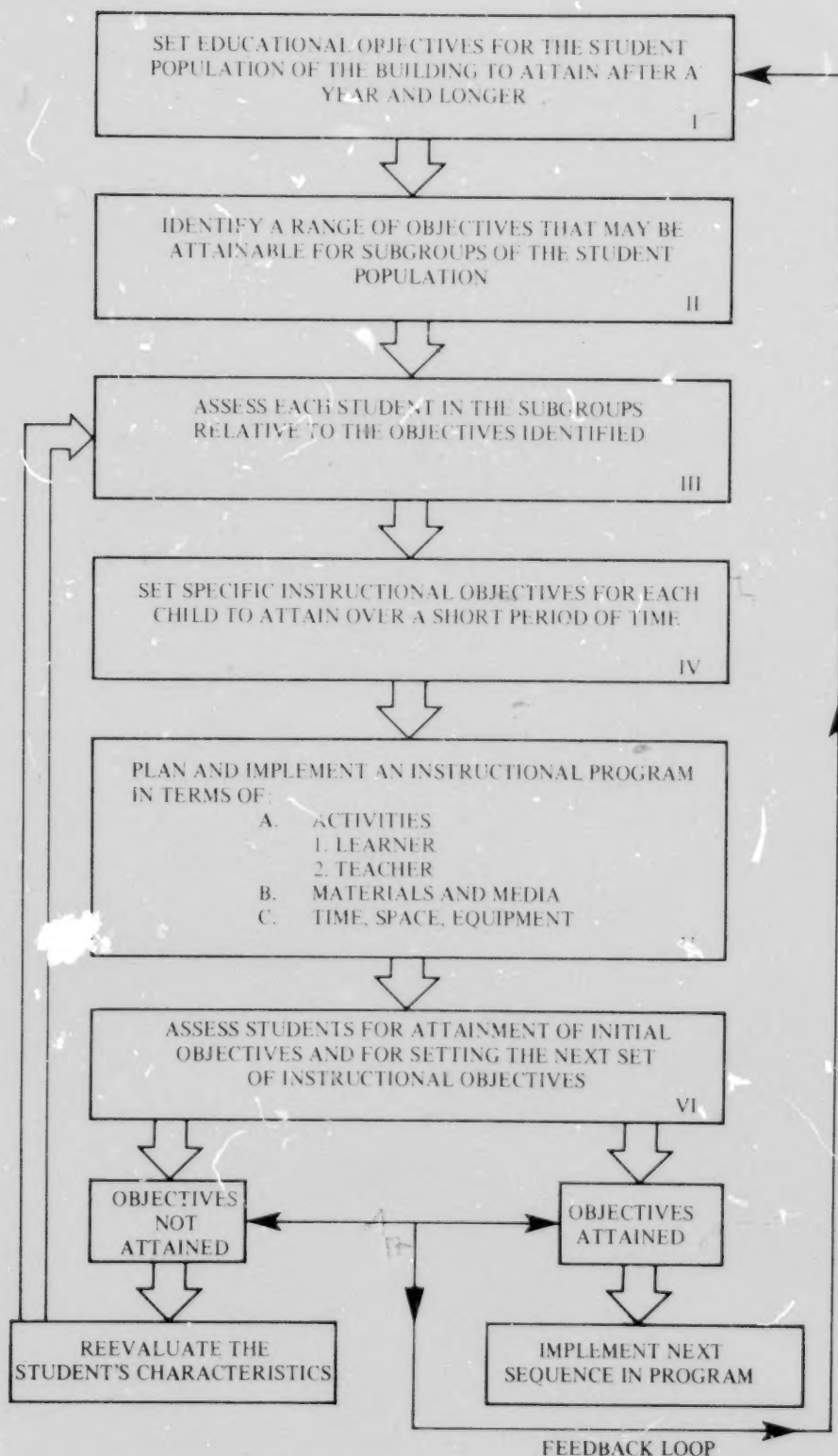
	ACHIEVEMENT	DIAGNOSTIC
Kindergarten	None	Boehm Test of Basic Concepts
Early Childhood Group (Grades 1-3)	Cooperative Primary Test	Reading—Wisconsin Test of Reading Skills Reading—Croft-Comprehension and Word Attack
Upper Age Groups (Grades 4-6)	Comprehensive Test of Basic Skills	Mathematics—Diagnostic Tests accompanying Modern School Mathematics & Use

Staff preparation includes workshops in which the multiunit instructional process is organized. Basically there are four major steps:

1. Identification of Essential Skills Through Diagnostic Testing.

The analysis of test data (plus the results of the Needs Assessment conducted earlier) enables the two Units (Early Childhood and Upper Age Group) to set up their overall program of instruction. For example, Reading was known to be the top priority, but comprehension and word recognition were identified as key skill areas. A large variety of materials were assembled to give the teachers (organized in teams) the resources they needed. Diagnostic test results help the Units begin instruction at an appropriate level for each child. The results are not used for student grouping for instruction or to set up "tracks" however. Children who were formerly in Grades 1-3 are assigned to the Early Childhood Unit and children who were in Grades 4-6 are assigned to the Upper Age Group Unit. The Unit organizations showing the allocation of teachers and resource personnel to teams are shown in the following pages.

111TH STREET SCHOOL INSTRUCTIONAL MODEL



2. Assessment of Individual Performance.

Given the initial diagnostic test results, Units organize themselves into Teams of teachers that are prepared to teach a given level of performance. All Teams teach the same subjects, but at different skill levels within the subject. (See the sample Instructional Schedule for the Early Childhood Unit.) Children are then assigned to Teams where assessment takes place through the use of paper-and-pencil tests or teacher observation. At this point the teachers are assessing individual performance against preselected, behaviorally stated objectives for the skill level identified through diagnostic testing.

In point of time, this activity may begin in the first week of October and is the first event in the three week cycle of instruction displayed graphically in the follow-out chart.

3. Identification of Appropriate Teaching/Learning Activities.

This activity is essentially lesson planning, but the multi-unit structure, the availability of objectives and the assessment activities give the teachers precise information on which to base assignments. Each teacher may give instruction in class-size or small groups, depending on the number of students who need to acquire a given skill. (In some cases, several teachers combine their students to form a large group to hear a speaker, see a film or attend a special event.)

The small group activities are organized as Learning Centers for six to eight students. A Learning Center is set up to teach a specific skill. Skill Boxes have been prepared which contain instructional materials matched with specific behavioral objectives. The Boxes are stored in containers next to the table and chairs which comprise a Learning Center. An important part of classroom management is obtaining student cooperation in getting materials out and putting them away at the beginning and end of each Time Block (class period). A sample Worksheet for Center Planning is included here; more details on classroom management are given later in this directory.

4. Evaluation of Student Progress

You will note that in the three week instructional cycle, reassessment actually begins early in the third week. This consists of post-testing using available or teacher-made criterion-referenced instruments. Classroom Skills Charts are used to record each student's performance against the group of objectives comprising a given level of attainment in a subject (see page 53 for a sample). Once the records are updated, each student's needs are evident and new groups are assigned within each team to teach the specific skills that are required. If a student has made substantial progress (or is in need of intensive remediation) he may be assigned to a new team for the next cycle.

The mechanics of this are made simple in the reading program where the Wisconsin Design is used. All of the Word Attack skills are listed on the edge of a single student card, with a circular hole by each skill statement, next to the edge. When a student masters that skill, the circle is cut through to the edge, leaving an open notch. In a team meeting, a knitting needle is passed through a stack of cards, through the holes indicating one skill. When the needle is raised, some cards fall off; these are students who have learned the material and whose cards were notched. The cards still on the needle identify students who need further instruction. They are assigned to a team member who is set up to teach the skill.

The 111th Street program is concentrated on achievement of basic skills in reading and mathematics. These are the top priorities of the school and the table below indicates how well these major objectives are being attained. The other subjects are not neglected, however, with social studies, art, science, etc., treated in a "home room" Time Block. In this period, the teacher has the same group of students all year and makes sure all students are given the opportunity to learn these important subjects.

In the CALENDAR section that follows, you will note that each Friday, there are Affective Domain activities in all classes for all time blocks. This is at present an experimental program in which behavioral objectives are being developed, strategies and techniques tested, and assessments made for future improvement. The teachers have been given a great deal of flexibility in using innovative techniques to improve student attitude, including use of games, simulations, role playing and multi-media presentations. This is done with an emphasis on reading and mathematics content, however, to retain the priorities of the overall program. The goal is to derive successful techniques that can be applied throughout the weekly schedule. Be assured that concern for student self-respect, good attendance, and attitude toward the school and community is not just a Friday event at 111th Street School.

**LOS ANGELES CITY UNIFIED SCHOOL DISTRICT
RESEARCH AND EVALUATION BRANCH AT EMERSON MANOR
ESEA TITLE I TEST RESULTS FOR 1972-73**

111TH STREET		NO. PUPILS (POST)	GRADE EQUIVALENT			DIFF. GOAL	NATIONAL QUARTILES			
			PRE	POST	DIFF		% BELOW Q1 PRE	POST	% BELOW Q2 PRE	POST
READING										
1	A	114		1.8				20%		45%*
2	A	130	1.7	2.8	1.1	1.0	22%	16%	70%	55%*
3	B	122	2.4	3.5	1.1	1.0	32%	33%	64%	56%*
4	M	99	3.4	4.1	0.7	0.7	32%	33%	85%	66%*
5	M	86	3.4	4.7	1.3	0.7	69%	42%	94%	79%*
6	M	106	4.5	4.9	0.4	0.7	51%	52%	86%	81%
ARITHMETIC										
3	B	96	2.2	4.0	1.8	0.7	67%	16%	86%	41%*
4	M	95	3.0	3.9	0.9	0.7	75%	52%	91%	83%
5	M	80	3.5	4.3	0.8	0.7	71%	58%	89%	85%
6	M	106	4.8	5.4	0.6	0.7	54%	50%	88%	84%

Grades 1-3 used the Cooperative Primary Test

Grades 4-6 used the Comprehensive Test of Basic Skills

*GROUPS MEETING LOCAL OBJECTIVES CONCERNING PERCENTS BELOW SECOND QUARTILE ON NATIONAL NORMS

**(A = ALL UNMATCHED PUPILS; B = UNMATCHED READING & MATCHED MATH; M = MATCHED (PRE WITH POST) SCORES)

TENTH STREET SCHOOL **MULTI UNIT INSTRUCTIONAL ORGANIZATION PLAN**

EARLY CHILDHOOD EDUCATION UNIT

Personnel

Unit Leader	Dr. Lovelia P. Flournoy, Principal	
Coordinator	Joyce S. Cooper	
Teachers	L. Bradley	N. Devereaux
	E. Brown	J. McMillan
	M. Betz	E. Bowers
	V. Hale	C. Wright
	K. Clemons	W. Marks
	O. Cook	B. Bradley
	L. Gates	M. Olsen
	H. Newman	L. Williams
	S. Williams	J. Sams
	M. Janssen	C. Ower

Resources

Reading	J. Craft	T. Hay
	D. Melton	
Math	J. Gilchrist	
Psychomotor	W. Kimbell	
Music	T. Fitzgerald	
Library	J. Cohn	

Educational Aides

A. Arline	M. Machabie
R. Meredith	Ms. Sherman
L. McClinton	Ms. Moten
O. Smith	F. Bunkley
G. Martin	Ms. Miller
L. Alston	

Parent Volunteers

Structural Design

Team A	Team A'
Cook	S. Williams
Newman	M. Janssen
Clemons	Devereaux
Gates	McMillan
Team B	Team B'
Bowers	Sams
Wright	Bradley
Marks	Williams
	Owens
	Olsen

Unit Meetings

All teams—Monday and Thursday
 2:10-3:00

UPPER AGE GROUP UNIT

Personnel

Unit Leader	Daniel R. Lawson, Vice-Principal	
Consultant	G. O'Neal	
Teachers	F. Chatman	M. Jenkins
	H. Davis	F. Lee
	L. Marshall	G. Williams
	L. McNeal	J. Biddle
	W. Bates	G. Estes

Resources

Reading	J. Thomas
	A. Joseph
Math	E. Williams
Psychomotor	W. Kimbell
Music	T. Fitzgerald
Library	J. Cohn

Educational Aides

E. Donahue	A. Johnson
L. Matthews	D. Moland
V. Hill	E. Stuckey

Structural Design

	Team C	Team C'	Team D
4th Grade	2 teachers	1 teacher	1 teacher
5th Grade	1 teacher	2 teachers	1 teacher
6th Grade	1 teacher	1 teacher	2 teachers
Pupils	145	145	145

Teams

C. Chatman	C': Lee	D: Biddle
Jenkins	Marshall	Bates
Davis	G. Williams	Estes
	McNeal	

Unit Meetings

Team C	—	Monday
Team C'	—	Wednesday
Team D	—	Thursday

111th Street School
Instructional Schedule
Early Childhood Education

TEAMS (A - A' - B - B')	9:00-10:00	10:30-11:30	12:30-1:30	1:30-2:10	2:10-3:00
<u>A</u>	I.G.E. Word Attack	I.G.E. Comprehension	I.G.E. Math	Language	3rd Graders
GATES	LEVEL A - DISCRIMINATION (20 SHAPES IN LETTERS)	CLASSIFICATION	REPRODUCING SETS	ORAL LANGUAGE	Social Studies
CLEMENS	1,2 RHYMING WDS, PHRASES	CLASSIFICATION	IDENTIFICATION - SEE IN ORDER	(GREETINGS)	Science
NEWMAN	3,4 SHAPES, LETTERS	SEQUENCE	RECOGNITION OF NUMBER PROPERTY	DRAMATIZATION	Health
COOK	1,2 RHYMING WDS, PHRASES	SEQUENCE	LESS THAN, GREATER THAN		Handwriting
<u>A'</u>	Language	I.G.E. Word Attack	I.G.E. Comprehension	I.G.E. Math	Spelling
DEVEREAUX	DEVELOPING	LEVEL B - 3 BIG CONSONANTS	SEQUENCE, COMPARISON	LESS THAN, GREATER THAN	
JANSSEN	LISTENING	LEVEL A - RHYMING WORDS	COMP. READING EXPERIENCE	SET IDENTIFICATION	
S. WILLIAMS	SKILLS	LEVEL A - 2 RHYM. WDS, PHRASES	RECOGNIZING STATED DETAILS	ORDER OF NUMBERS	
MC MILLAN		LEVEL B - SIGHT VOCAB.	SEQUENCE, CLASSIFICATION	SET RECOGNITION	
<u>B</u>	I.G.E. Math	Language	I.G.E. Word Attack	I.G.E. Comprehension	
WRIGHT	MISSING ADDENDS (CONSONANTS)	ORAL LANGUAGE	LEVEL B - BIG CONSONANTS	CLASSIFICATION	
BOWERS	GREATER THAN - LESS THAN	ACTIVITIES: LISTENING SKILLS	LEVEL B - ENDING CONSONANTS	SEQUENCE	
MARRS	ORDER OF NUMBERS	(STORYTELLING & DRAMATIZATION)	LEVEL B - RHYMING ELEMENTS	COMPARISON	
<u>B'</u>	I.G.E. Comprehension	I.G.E. Math	I.G.E. Language	I.G.E. Word Attack	Team Meetings
B. BRADLEY	SEQUENCE	SET RECOG. & DESCRIPT	PUNCTUATION	LEVEL B - 1 - SIGHT VOCAB.	
SAMS	MAIN IDEA	SET RECOG. & DESCRIPT	CAPITALIZATION	LEVEL B - 4 - BIG END CONSONANT	
OLSEN	CLASSIFICATION	SETS AND SUBSETS	LETTER	LEVEL B - SIGHT VOCAB	
L. WILLIAMS	CLASSIFICATION	SET IDENTIFICATION 1-10	WRITING	LEVEL B - RHYMING ELEMENTS	
OWENS	MAIN IDEA	SETS AND SUBSETS		LEVEL B - SHORT VOWELS	

RESOURCES

Music	Reading Skills Development	Large Groups	Developmental Math	Educational
Fitzgerald	Haynes - Team A	Small Groups	Gilchrist	Resource
	& Craft	Class Size Groups		Center
	Team A'	One-To-One		J. Cohen
	Team B			

Monday and Thursday

Teacher MC NEAL

Time Block 1 (9-10:30)

MATHEMATICS - OCT. 23 - (12th 3 WEEK CYCLE)

Resource Materials

Worksheet for Center Planning

Objective: EACH CHILD WILL ADD/OR SUBTRACT FRACTIONS
WITH LIKE OR UNLIKE DENOMINATORS.

Texts: MODERN SCHOOL MATHEMATICS

P. 203
P. 205 } EQUIVALENT
P. 206 } FRACTIONS
P. 207 }

P. 208 } LIKE
P. 209 } DENOMINATORS

P. 216
P. 217 } UNLIKE
P. 218 } DENOMINATORS
P. 219 }

Supplementary Texts:

EQUIVALENT FRACTIONS

LIKE FRACTIONS

UNLIKE FRACTIONS

SULLIVAN BOOK 6

WORKBOOK

P. 64 # 22-33

P. 65 # 1-12

P. 66 # 1-12

P. 67

P. 71

86 ELEM. SCHOOL MATH

P. 24

P. 31

P. 25 P. 43 #1, 4

P. 30

P. 26 #1 P. 32 (10m)

P. 43, #2, 5.

Tapes, Filmstrips, Recordings

IMPERIAL INTERNATIONAL LEARNING

LESSON 18 - MEANING OF FRACTIONS

LESSON 19 - EQUIVALENT FRACTIONS

Games

1. % - FRACTION GAME
2. CUISINAIRE RODS

Others

FRACTION KIT -

OBJECTIVE IS TO KNOW
FRACTIONAL PARTS

CENTERS: MATH

1. LISTENING
2. FRACTIONAL KITS -
CUISINAIRE RODS
3. GAME - FRACTION WHEEL
4. FOLLOW-UP.
5. TEACHER DIRECTED
6. SULLIVAN.

Calendar of Key Events

september



week	m	t	w	th	f
1					
2	Staff Meeting (Mon. or Tues.), Principal will • Discuss school organization • Introduce new staff • Issue teacher kits • Discuss goals and objectives for staff development • Achievement data • Attendance procedures • Guidance activities	First Day of School (Student Free) Principal is hostess for lunch Teachers Organize Classrooms in Afternoon Review Learning Environment Guidelines (page 49) Review IGE Planning Guide for Teachers (page 35) Review Development of Basic Reading Skills (page 41) Review 111th St. School Assessment Procedures (page 51)	First Day for Students Minimum Day for Students Mornings: Diagnostic Testing Procedures: • Select proper test • Make sure materials are available • Administer test to small groups • Make sure that program students do not feel threatened by the test (no "pass" or "fail")	Minimum Day for Students Mornings: Diagnostic Testing Afternoons: Staff Development Plan for Classroom Learning Centers (see page 58) Reading Sample (see page 89) Mathematics Sample (see page 63) Study Skills Sample (see page 118) Classroom Learning Centers: • Permit the most effective use of aides and parent volunteers • Require a great deal of teacher planning • Are integral to the IGE technique	

week	m	t	w	th	f
3	Obtain or prepare Classroom Skills Chart (see page 53 for samples) Classroom Skills Charts: • Basic management tool for IGE • Record of the current skill mastery of each student • Basis for assignment of students to learning centers	Plan Field Trips for Semester. Principal has list of field trip options.	Decorate Classroom See page 48 for classroom decoration idea (teachers prayer)	Classroom Learning Centers: • Groups of tables and chairs for 6-8 students • Concentration of materials to teach a specific skill • May be rearranged between 3-week cycles to meet new diagnosed needs • Complements class size or larger groups	

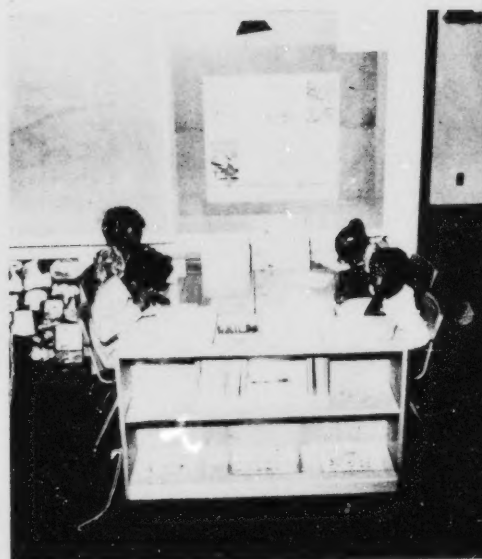
special note

Throughout the third and fourth weeks of September the following activities take place each day:

Mornings: Diagnostic Testing—Including Psychomotor for Early Childhood
Minimum Day for Students The minimum day permits the teachers to organize for effective instruction in the afternoon. Teachers must be ready when the first cycle of IGE begins.
Afternoons: Staff Development, Team Organization, Workshops
Plan instruction for Learning Centers

week	m	t	w	th	f
4	Meeting of Instructional Improvement Committee (IIC) to develop plan of activities and objectives for school year. The IIC will meet each Friday to report progress and implement new projects.	Advisory Board review and approval of recommendations of Cafeteria Committee.	Review standards for noon and recess playground (see page 165). Each teacher has responsibility to enforce playground standards. Community aides also assist. Appeals are made to the school spirit and self pride of the students to maintain strict standards of conduct.	Planning for Learning Centers must be continuous throughout the school year. This is a major part of the teachers' responsibilities at 111th Street School. Time is made available for this purpose at the end of the 3-week cycle. Follow the patterns provided in this Directory.	

october



week	m	t	w	th	f
1	Review Psychomotor Program, see page 127 for overview and sample activities.				
	Start of PTA Membership Drive (1st - 19th of Oct.) Use of Aides: • Team with teacher • 50% of time actively spent with children • Plan together every Monday afternoon • Must know your plan in detail • See page for sample schedule	Health Program presentation by school nurse. The Psychomotor Program at 111th St. School includes special behavioral objectives for six stages: • Gross motor • Motor-perceptual • Perceptual-motor • Perceptual • Perceptual-conceptual • Conceptual The samples provided in this Directory provide a basis for the teacher to develop her own objectives and skills charts for her program.	Regular School Day Start First 3-week Cycle (Early Childhood) Identify all lowest quartile students for Intensive Remediation Prescriptions (see page 57 for form). After the lowest quartile students have been identified, a variety of techniques are tried for each student. Progress is monitored on the form.	Teacher Planning Conferences to implement Stull Bill	
week	m	t	w	th	f
2	Review Music Program for 1973-74 (see page 156 for outline). Emphasis is placed on the development of pride and patriotism, with emphasis on the accomplishments of Black Americans. Teachers must check with the music teacher to ensure proper articulation with the music program.	Draw Audio-Visual Equipment from Resource Center. The 111th Street School has an Instructional Retrieval Center adjacent to the school library. During the summer materials and equipment are stored in the center. It is the individual teacher's responsibility to draw the necessary equipment and materials from the center for her instructional program.	Draw Textbooks and Supportive Materials for Students.	Draw Textbooks and Supportive Materials.	Instructional Improvement Committee meeting.
	CTBS Testing, Upper Age Group (Ages 10, 11, 12)				
				The California Test of Basic Skills (CTBS) is the basis for the development of evaluation data for the school, the district, and the state. It is important that these tests be administered to the maximum number of students possible and that the proper test conditions are maintained. Teachers should review the CTBS procedures to ensure that they are fulfilling their responsibilities in this area.	Saturday PTA "Action Bowl Football Game (attended by 12 boys from 111th Street School.

week	m	t	w	th	f
3	CTBS Testing, Upper Age Group, and First Grade Placement Testing (State Mandated)				
	Orientation Workshop—Education Aides. Subjects include: - Objectives of 111th Street School - Proper use of equipment - Records maintenance - Student control and relationships Parents also attend training sessions to qualify as classroom volunteers.		It is the teacher's responsibility to ensure that the test environment gives every student an opportunity to do his best on this important test.	Send letters to parents re: Jr. High Articulation Program. Start Parent In-Service Training. Parents receive much the same training as paid aides. Many parents who desire to do so, go on to become paid educational aides at 111th Street School.	Instructional Improvement Committee meeting.
week	m	t	w	th	f
4	VETERANS DAY	Post Assessment of Objectives, Team A (Early Childhood). See page 51 for procedures. Meeting of Parents Advisory Council. Start IGE Cycle One, 3-week Cycle for Upper Age Group (Ages 10, 11, 12) IGE. Learning Center Schedule Sample Set 7 to Center 1 Empty Center 2 Set 2 to Center 3 Set 3 to Center 4 Set 4 to Center 5 Set 5 to Center 6 Set 6 to Center 7 (see page 58)	Post Assessment of Objectives, Team B (Early Childhood). Parent In-Service. Teachers meet with parents at joint in-service. Rotate Sets in Home Room Learning Centers. Sets are rotated in home room centers; sets in reading and math may or may not rotate, depending on the needs of the students.	Post Assessment of Objectives Teams A' & B' (Early Childhood). Rotate Sets in Home Room Learning Centers. 1973 Racial and Ethnic Survey Due. Parents Meeting for Jr. High Articulation Program. Parent In-Service.	End of 3-week Cycle (Early Childhood). Re-cycle Early Childhood Instruction on the Basis of Objectives Obtained. Successful students move ahead. Unsuccessful students start remedial instruction. Affective Domain Activities. See page 138 for sample objectives and staff development activities in this experimental program. Instructional Improvement Committee meeting.
week	m	t	w	th	f
5	Start 3-week Cycle Upper Age Group	Start second IGE cycle (Early Childhood).	Rotate Sets in Learning Centers		
	One teacher at 111th Street has all of her students put their heads on the table and "get themselves together" when they return from noon recess. After 5 minutes they are settled down, refreshed, and ready to go to work at their Learning Centers.	Kick-off Meeting of Student Council (Conducted by V.P.). PTA Meeting. The PTA provides an opportunity for direct involvement by parents who cannot otherwise participate in the school program. Teachers should encourage all parents to join.	Parent In-Service. Typical Home Room Learning Centers for one class: - Study Skills follow-up - Handwriting - Language (verb usage) - Spelling - Language (capitalization) - Writing (sentence structure) - Poetry (writing limericks)		

november



week	m	t	w	th	f
1			Rotate Student Groups in Learning Centers. Rotation of sets in Learning Centers is continuous throughout the school year. This procedure provides for most effective use of teachers, aides, and materials to optimize student learning. See page 58 for example of how one teacher rotates sets of students through her learning centers.	Some teachers will be selected to teach gifted students. See page 139 for sample of Block History for the gifted.	Affective Domain Activities. These are non-standard, teacher designed programs for Block 4 (2:10-3:00 p.m.) emphasizing motivational approaches to a variety of subject matter. Instructional Improvement Committee meeting.
2	Team C Assessments (Upper Age Group).	Student Council meeting	Team C' Assessments (Upper Age Group). District meeting for parent volunteers.	Team D Assessments (Upper Age Group). End First 3-week Cycle IGE (Upper Age Group).	Affective Domain Activities.
IGE Workshop for Teachers in Jordan Complex at 111th Street School					
PTA Membership Drive					
Team Assessments are conducted by all of the teachers assigned to an instructional team, supported by resource personnel as necessary. Each student assigned to the team is evaluated on the basis of objective test results as recorded on Classroom Skills Charts. In the case of reading and math, Skills Cards are sorted by a mechanical process, described on page 51. Students are assigned to team teachers, based on student needs to accomplish specific skills during the next cycle. Teachers will typically change skills or change students at the end of each cycle.				Start of United Crusade Drive (Chairperson, Mrs. Kraft). Instructional Improvement Committee meeting.	

week	m	t	w	th	f
3	PTA Membership Drive				
	Start Second IGE Cycle (Upper Age Group). Reading Comprehension Workshop for Upper Age Group Staff. Boys Assembly for Scouting Literature. Teachers Plan Class Activities and Learning Centers for New Cycle (see sample planning sheet, page 59).	Student Council Meeting. Parents and Boys School Night for Scouting. Ensure that tutors (aides, volunteers, students) are performing correctly. Have them read guidelines and complete self-assessment checklist (see page 162).	Tutors should: • Be prepared in advance • Be on time • Set a good example • Follow procedures • Praise tutor for effort Tutor training is conducted every Tuesday.	Parent In-Service. Make seasonal decorations for classroom. Typical Reading Learning Centers for one classroom: 1. Listening center 2. Vowels 3. Dolch word game 4. Comprehension 5. Basal texts 6. Basal texts 7. Work Sheet follow-up	Affective Domain Activities. Instructional Improvement Committee meeting.
4	m	t	w	th	f
	Teams A & A' Assessments (Early Childhood). Reading Comprehension Workshop (Observation and Practice) for Upper Age Group Teams.	Teams B & B' Assessments (Early Childhood). Tutor Training. Student Council meeting. Parents Advisory Council meeting.	Parent In-Service. Fund Raising Movie, PTA-Student Body. This is a prime source of funds for Culmination Week activities. Encourage attendance.	Thanksgiving Holidays	
5	m	t	w	th	f
	Team C Assessment (Upper Age Group). Reading Comprehension Workshop (Upper Age Group).	Start Third IGE Cycle (Early Childhood). Staff Development Workshop—Affective measures for evaluating objectives. Tutor Training. Student Council meeting.	Team C' Assessment (Upper Age Group). Individually Guided Motivation Conference—principal, four reading teachers, and one counselor, sponsored by Wisconsin R&D Center, in Los Angeles. Parent In-Service.	Parent In-Service. Complete Staff Development Questionnaire.	Affective Domain Activities. Instructional Improvement Committee meeting.

december



week	m	t	w	th	f
1	Start 3rd 3-week ICE Cycle (Upper Age Group). Reading Comprehension Workshop—Early Childhood Group.	Student Council meeting. Education Aide In-Service. Aide training may be conducted by teachers or by the District Educational Aides Director. Tutor Training.	Post-Observation Teacher Conferences—evaluation & recommendation for change (Stull Bill)		Affective Domain Activities. Instructional Improvement Committee meeting.
week	m	t	w	th	f
2	Reading Comprehension Workshop—Upper Age Group Teams.	Teams A & A' Assessments (Early Childhood). Student Council meeting. Parents Advisory Council. Christmas Program Assembly.	Teams B & B' Assessments (Early Childhood). Parent In-Service. Christmas Program Assembly.	Parent In-Service.	Affective Domain Activities. Instructional Improvement Committee meeting.

january



week	m	t	w	th	f
1	CHRISTMAS HOLIDAYS →		School Starts. Early Childhood Workshop—Comprehension Skills Parent In-Service.	Parent In-Service.	Start Fourth IGE Cycle (Early Childhood). Affective Domain Activities. Instructional Improvement Committee (IIC) meeting.
week	m	t	w	th	f
2	IGE Assessment (Upper Age Group) Team C. Reading Comprehension Workshop—Upper Age Group Teams.	Individually Guided Motivation Workshop for Early Childhood Teams. This is presented by school personnel based on what was learned at Nov. L.A. meeting. Tutor Training. Student Council Meeting	IGE Assessments (Upper Age Group) Team C'. Early Childhood Workshop—Comprehension Skills Parent In-Service.	IGE Assessment (Upper Age Group) Team D. Parent In-Service.	Affective Domain Activities. Instructional Improvement Committee meeting.

week	m	t	w	th	f
3	Start 4th IGE Cycle (Upper Age Group). Dr. Martin Luther King Program. Comprehension Workshop (Early Childhood Teams).	Individually Guided Motivation Workshop (Upper Age Group Teams). Student Council meeting. Parents Advisory Council. Tutor Training.	Early Childhood Workshop—Comprehension Skills Parent In-Service	Parent In-Service.	Affective Domain Activities. IIC meeting.

week	m	t	w	th	f
4	Plan for Parent Conferences. See pages 176-179 for material.	Staff Development—Creative Reading Skills (Internal Workshop). Student Council meeting. Tutor Training.	Early Childhood Workshop—Comprehension Skills Parent In-Service	Teams A & A' Assessment (Early Childhood). Parent In-Service.	Teams B & B' Assessment (Early Childhood). Affective Domain Activities. IIC meeting—summer school program outline.

week	m	t	w	th	f
5		Tutor Training. Staff Meeting	Early Childhood Workshop—Comprehension Skills		Affective Domain Activities. End of First Semester.
Midterm Assessment: Classroom Teachers and Advisors Administer Criterion-referenced Tests for Semester					
Reading and Math Specialists Review all Materials and Recommend Replacement, if Necessary.					
Parent Conferences (see page 176)					
	Student Council meeting.				

february



week	m	t	w	th	f
1	Student Free Day. Start Second Semester. Jordan Complex meeting, Jordan High School.	Start 5th IGE Cycle (Upper Age Group). Start 5th IGE Cycle (Early Childhood).	Staff Development—Interpretive Reading Skills		Affective Domain Activities.
	Boy Scouts Week: Scoutmaster Mr. Erby and over 50 Scouts and Cubs of Troop 578 participate				
	Staff works on organization of teams and materials to "fine-tune" instructional efficiency. Focus is on remedial work for students who are behind on objective accomplishment. See form on page 57.	In-Service—Education Aides and Parent Volunteers. Tutor Training. Student Council meeting.			Fund raising movie, PTA, Student Body IIC meeting.
week	m	t	w	th	f
2	Successful Blacks meet with students to motivate them to continue education.	Holiday	Mathematics Workshop—Developing Manipulatives & Game Materials		Affective Domain Activities.
	Black History Week				
					IIC meeting.

week	m	t	w	th	f
3	Holiday	IGE Assessments (Upper Age Group) Team C. Student Council meeting. Parents Advisory Council. Tutor Training.	IGE Assessments (Upper Age Group) Team C'. Teams A & A' Assess- ments (Early Childhood). Staff Development-- Self Directed Reading Skills	IGE Assessments (Upper Age Group) Team D. Teams B & B' Assess- ments (Early Childhood).	Affective Domain Activities. IIC meeting.

week	m	t	w	th	f
4	Start 6th iGE Cycle (Upper Age Group). Start 6th IGE Cycle (Early Childhood).	Tutor Training. Staff Development-- Developmental Mathematics Process--This is internally present- ed using IGE materials. Student Council meeting	Reading Comprehen- sion Workshop (Demonstration) for Early Child- hood Teams.	Demonstration, Comprehension, Reading Skills, Upper Primary. Reading Comprehen- sion Workshop (Demonstration) for Upper Age Group Teams.	

week	m	t	w	th	f
5					

march



week	m	t	w	th	f
1					Affective Domain Activities. IIC meeting.
2	Start Physical Performance Testing Program. (This program will run through May.)	Student Council meeting. Black American Day. (Honor Black Americans who have contributed to America.) Use Black Heritage Kit as resource. Tutor Training. Staff Development—Individually Guided Motivation (IGM)	Staff Development—Study Skills	Arbor Day.	Affective Domain Activities. IIC meeting.

week 3	m IGE Assessments (Upper Age Group) Team C.	t Tutor Training. Staff Development— Individually Guided Motivation (IGM) Student Council meeting	w IGE Assessments (Upper Age Group) Team C'. Staff Development— Study Skills	th IGE Assessments (Upper Age Group) Team D.	f Affective Domain Activities. IIC meeting.
week 4	m Start 7th ICE Cycle (Upper Age Group)	t Teams A & A' Assess- ments (Early Childhood). Student Council meeting. Parents Advisory Council. Tutor Training.	w Teams B & B' Assess- ments (Early Childhood). Staff Development— Study Skills	th Start 7th ICE Cycle (Early Childhood).	f Affective Domain Activities. IIC meeting.
week 5	m	t Tutor Training. Staff Development Workshop in Human Relations This is an informal workshop; the pro- fessional expert is the Urban Affairs Representative from the District Office. Student Council meeting	w Staff Development— Study Skills	th	f Affective Domain Activities. IIC meeting

april



week	m	t	w	th	f
1	IGE Assessments (Upper Age Group) Team C.	Tutor Training. Faculty Club meeting.	IGE Assessments (Upper Age Group) Team C'. Staff Development Study Skills	IGE Assessments (Upper Age Group) Team D.	PTA-Student Body Fund Raising Function for 6th Grade Culmination. IIC meeting. Affective Domain Activities.
week	m	t	w	th	f
2	Easter Vacation				

week 3	m Start 8th IGE Cycle (Upper Age Group).	t Education Aide In-Service. Tutor Training. Student Council meeting. Parents Advisory Council.	w	th	f Teams A & A' Assess- ments (Early Childhood). Affective Domain Activities. IIC meeting.
One Fifth Grade Class will be selected to go to Camp Lazy W, San Juan Capistrano.					
week 4	m Teams B & B' Assess- ments (Early Childhood). Another 5th Grade Class to Camp (All Week).	t Start 8th Cycle (Early Childhood). Student Council meeting. Tutor Training.	w	th	f Affective Domain Activities. IIC meeting.
week 5	m IGE Assessments (Upper Age Group) Team C.	t Tutor Training. Staff Development- Reporting Pupil Progress. Student Council meeting.	w	th	f IIC meeting

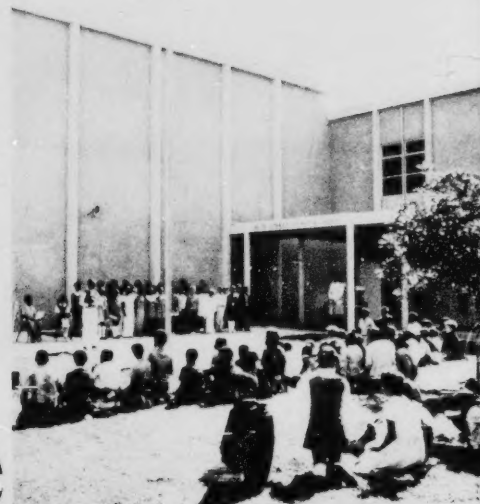
may



week	m	t	w	th	f
1		Tutor Training.	IGE Assessments (Upper Age Group) Team C'.	IGE Assessments (Upper Age Group) Team D.	Affective Domain Activities.
	Achievement Testing of All Students to Meet State Requirements Cooperative Primary for Early Childhood Groups CTBS for Upper Age Groups				
					IIC meeting.
week	m	t	w	th	f
2	Start 9th IGE Cycle (Upper Age Group).	Tutor Training.			Affective Domain Activities.
	Achievement Testing of All Students to Meet State Requirements Cooperative Primary for Early Childhood Groups CTBS for Upper Age Groups				
		Student Council meeting.			IIC meeting.

week	m	t	w	th	f
3	State Testing	Tutor Training. Staff Meeting— Reorganization for School Year 1974- 75 (use time allo- cated for Unit meetings, starting at 1:40).	Teams A & A' Assess- ments (Early Childhood).	Teams B & B' Assess- ments (Early Childhood).	Affective Domain Activities.
Black Culture Awareness Week					
		Student Council meeting. Meeting of parents of students scheduled for culmination in June.			IIC meeting
week	m	t	w	th	f
4	IGE Assessments (Upper Age Group) Team C. Start 9th Cycle IGE (Early Childhood).	Staff Meeting— Reorganization for School Year 1974-75. Student Council meeting. Parents Advisory Council. Tutor Training.	IGE Assessments (Upper Age Group) Team C'. Spring Play.	IGE Assessments (Upper Age Group) Team D. Spring Play.	Affective Domain Activities. IIC meeting
week	m	t	w	th	f
5	Holiday.	Start 10th IGE Cycle (Upper Age Group). Staff Development: 1. Evaluation Processes 2. Effective Parent Conferences. Tutor Training. Student Council meeting.		Staff Meeting re Summer School.	Affective Domain Activities. IIC meeting.

june



week	m	t	w	th	f
1		Staff Meeting for Reorganization of classes for 1974-75 School Year. Tutor Training.			Affective Domain Activities. IIC meeting.
	Perform Equipment Inventory				
		Student Council meeting.			
2		Tutor Training.			Affective Domain Activities.
	Final Assessment for All Teams—Criterion-referenced and State Norm-referenced Testing				
	Parent Conferences				
		Student Council Meeting.		Planning meeting for parents for culmination week.	PSA Attendance Awards Assembly.
			31		

week	m	t	w	th	f
3	Culmination Week				
					Last Day of School.

week	m	t	w	th	f
4					

week	m	t	w	th	f
5					

111TH STREET SCHOOL

AND IGE

The 111th Street School, with the assistance and guidance of the Los Angeles Unified School District (Area B) and the California State Department of Education, Compensatory Education Activity Support Unit, Program Development, has long practiced the principles of IGE. The pages that follow provide an overview of the principles of IGE, as stated by the authors of the Wisconsin Design and the Practical application of those principles at the 111th Street School. The Wisconsin materials are from the Sampler.

Definition of IGE:

IGE is defined as a system for formulating and carrying out instructional programs for individual students in which planned variations are made in:

1. what each student learns
2. how rapidly he learns
3. how he goes about learning.

Seven Components of IGE:

1. A well-defined organization for instruction and a related administrative organization at the building and central office levels.
(The Multiunit Elementary School)
2. A system of instructional programing.
3. Appropriate curriculum materials and instructional procedures.
4. A design for measurement and evaluation.
5. A home-school communication program.
6. Facilitative environments.
7. Research and development.

Introduction to the *Design*

1

The *Wisconsin Design for Reading Skill Development* has four main purposes:

1. To identify and describe behaviorally the skills which appear to be essential to competence in reading.
2. To assess individual pupils' skill development status.
3. To manage instruction of children with different skill development needs.
4. To monitor each pupil's progress.

The Framework

If teachers are to be effective in guiding children's reading skill development, they must first consider exactly what they want children to learn, which children already know it, how teachers can teach it to those who do not, and how to decide when children have learned it (Frieder, 1970). That is, teachers must have an organized approach to teaching.

The framework for organizing instruction that has guided the development of the *Design* is shown in figure 1. The major operations called for in the framework are: identification of essential content, statement of objectives, assessment, identification of appropriate teaching/learning activities, and evaluation. A management component has been added to bring all of the operations together. Consider each of the operations.

Identification of essential skills. The most basic task is to decide exactly what we want children to learn. Unless this is done, there can be no straightforward approach to instruction. The position we have taken is that children must master the essential skills of reading in order to decode and understand printed materials. The task, then, becomes one of identifying a list of essential skills with consensual, historical, and/or empirical support.

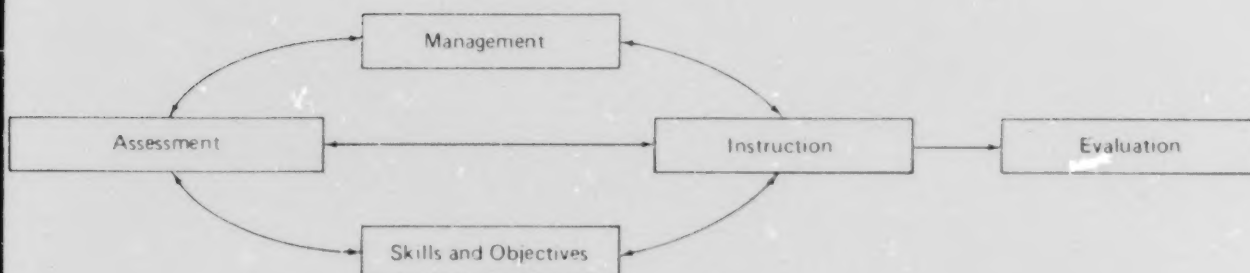
Statement of objectives. Once essential skills have been identified, objectives must be stated to specify the criterion behaviors related to each skill. Well-stated objectives specify the behaviors that are expected from a child who has mastered a given skill. They become *absolute*, or *criterion*, referents for judging the adequacy of performance.

Assessment. Objectives that define essential skills in terms of observable behaviors make it possible to assess individuals' skill development status through the use of formal paper-and-pencil tests or informal observation of relevant behaviors. Through assessment we can determine which skills have and have not been mastered by a child.

Identification of appropriate teaching/learning activities. Efficient reading instruction depends on objectives and assessment. The teacher who knows what constitutes adequate performance can determine the current skill development status of individuals, identify specific needs,

Figure 1

Framework for Organizing Skill Development



and devise appropriate instruction. In practice, this should mean that the teacher is able to select from the array of available instructional materials and activities those that appear to be most appropriate for a particular pupil in a given situation at a given time.

The teacher must assume major responsibility for instruction. Presently very little is known about the systematic matching of individual pupils with appropriate instruction. Consequently, although well-stated objectives specify the goals of instruction, perceptive teachers must make the decisions that guide the instruction of individuals.

Evaluation. The payoff from a system that focuses on skills must be functional reading ability—the ability to cope with the reading tasks encountered both in and out of school. If this goal is not achieved, then there is reason to examine each of the components of the framework to determine where the process has broken down.

The management component shown in figure 1 was added to the framework because systematic pupil accounting is necessary if the framework is to be workable.

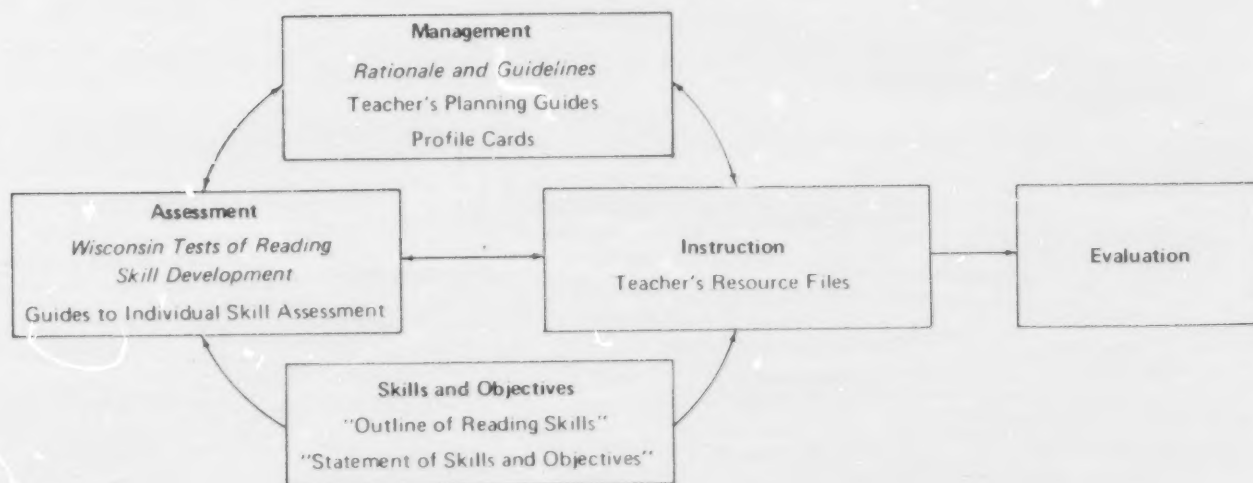
The *Wisconsin Design for Reading Skill Development* includes all of the components that are required to implement a skill-centered approach to reading instruction based on the framework in figure 1. In developing the *Design*, essential skills were first identified in six areas: Word Attack, Comprehension, Study Skills, Self-Directed Reading, Interpretive Reading, and Creative Reading. With the list of essential skills as a foundation, the *Design* includes: a

specific behavioral, or "closed," objective for each skill in the Word Attack, Comprehension, and Study Skills areas and "open," or descriptive, objectives for the remaining areas, machine-scorable criterion-referenced tests (the *Wisconsin Tests of Reading Skill Development*) and/or guides to individual skill assessment for each behavioral objective; profile cards that permit the systematic grouping and regrouping of pupils according to skill development needs, and resource files of suggested published materials and teaching procedures keyed to specific skills. Thus, the *Design* provides a skill-centered base for an elementary school reading program, means for focusing on individuals' skill development, and a management system for both pupils and instructional materials.

In addition, manuals are provided to assist with the implementation of the *Design*. The *Rationale and Guidelines* is addressed to central office personnel, principals, and others who will provide leadership in planning and implementation. Underlying assumptions regarding the *Design* and requisites of a total reading program are considered as well as specific guidelines for implementation. Teacher's planning guides are provided for specific classroom implementation of the Word Attack, Comprehension, and Study Skills elements. The manuals reflect several years' experience in schools that have collaborated in developing the *Design*.

In figure 2 components of the *Design* are placed in the framework. Each component is discussed in detail in the pages that follow.

Figure 2
*Design Components Within the Framework
for Organizing Skill Development*



Components

Outline of Reading Skills

The "Outline of Reading Skills" is the foundation of the entire *Design*. It is essentially a scope and sequence statement of reading skills for kindergarten through grade 6. Originally drawn from the carefully prepared curriculum guide of a public school system, the list has been refined to reflect feedback from teachers and reading specialists who have worked with the list in the field, extensive reviews of the related literature and instructional materials, the opinions of authoritative reviewers, and experience in pilot situations. The skills, then, are considered to be essential to success in reading in the elementary school. The remaining components of the *Design*—the assessment exercises, profile cards, and aids to instruction—are keyed to the specific skills listed in the outline.

Skills in each of the six areas are clustered at levels that correspond generally to traditional grade levels. The six areas and traditional grade level equivalents of the clusters are shown in table 1. The intent in clustering the skills in each area by level is not to endorse or perpetuate an approach to skill development that is tied to grade levels or children's chronological age—such an approach would be incompatible with the facts of human development and the intent of the *Design*. The skills are clustered for two reasons. First, at the time of initial implementation many schools are organized on a traditional grade level basis, so the break-in process is facilitated by pegging levels by grades. Second, the levels are arranged in sequence, but the skills within a given level are not necessarily arranged in a hierarchical sequence. The levels simply help to combine pupils for general skill grouping before more specific skill grouping can be accomplished.

Table 1

Skills by Area and by Traditional Grade Level

Skill Area	Grade						
	K	1	2	3	4	5	6
Word Attack	A	B	C	D	—	—	—
Comprehension	A	B	C	D	E	F	G
Study Skills	A	B	C	D	E	F	G
Self Directed Reading	A	B	C	D	←E→		
Interpretive Reading	A	B	C	D	←E→		
Creative Reading	A	B	C	D	←E→		

Word Attack skills are not given beyond Level D because the essentials are introduced and taught to the average child by the end of the primary experience. Skills in the other areas, excluding the Comprehension and Study Skills areas, are clustered at Level E for grades 4-6 because the middle grades have traditionally been the place for consolidating and refining reading skills. After an intensive review of the Comprehension and the Study Skills areas, however, the decision was to continue the sequential clustering of skills through the middle grades.

A complete outline of reading skills is given in the *Rationale and Guidelines* (Otto & Askov, 1972).

Guides to Individual Skill Assessment

Guides to Individual Skill Assessment, which are to be filed in the appropriate folders of the teacher's resource file, have been prepared for most skills in the Word Attack area. They are intended to assist teachers in observing specific skill-related behaviors and serve as models for the development of additional individual guides and/or exercises. Such guides permit a flexible approach to skill assessment so that individuals' performance can be examined as needed, not just when group testing is scheduled. In practice, they augment the more formal written group tests, the *Wisconsin Tests of Reading Skill Development*.

Wisconsin Tests of Reading Skill Development

Formal tests have been devised for most of the skills in Word Attack, Comprehension, and Study Skills. Because some important behaviors related to certain skills cannot be adequately reflected in brief written tests, either formal performance tests or directions for teacher observation have been prepared; these are discussed in the next section. The points that follow serve briefly to characterize the nature and function of the written tests of the WTRSD.

1. Each test is keyed to a specific objective so each one is an independent unit. Two parallel forms are available for each Word Attack test.
2. The tests are available in two formats: in a booklet edition for each of the levels A, B, C, D identified in the "Outline of Reading Skills," and in a separate edition for each skill. The separate tests are available as ditto masters, Forms P and Q, so copies may be run as needed. Thus, a booklet edition may be used across a given age/grade level for break-in purposes, and a separate edition of a single test may be used individually or in combination with other tests to meet a variety of

assessment needs. The teacher is free to choose the format that best suits the needs in a given situation.

3. Time limits are not imposed and examiners are encouraged to respond to pupils' queries regarding directions and unknown words in the tests. The tests focus upon pupils' performance of the task at hand and not upon their ability to accept task constraints or their willingness to respond at a certain pace.
4. There are no group-referent norms for the specific tests. Each test has a criterion-referent i.e., behavioral objective and individual performance is evaluated in terms of criterion behaviors rather than comparisons to group performance. Ideally, then, a pupil would be expected to respond correctly to all of the items in any given test. In recognition of measurement limitations and situational variables, however, an 80 percent criterion is frequently used.
5. Responses to the tests in the booklet format are machine-scorable. The separate tests for each skill are hand-scorable.
6. Each of the tests has demonstrated reliability at a reasonably high level. In general, the reliability coefficients are .80 or better.
7. Each test is appropriate for individual as well as group administration. As already pointed out, group testing is probably most appropriate when implementation of the *Design* begins and at fairly widely spaced intervals thereafter, possibly yearly. The tests can and should be used with individuals at any time that formal assessment of any given skill is felt to be desirable.

Skill Development Records

Several mechanisms for keeping current records of pupils' skill development have been devised, and they are discussed in detail in the *Rationale and Guidelines*. At the present time, however, the most widely used and versatile means for recordkeeping is an economical and efficient card-sorting system in which the basic skill development data for each pupil are kept on a profile card like the one shown in figure 3.

All of the Word Attack skills are listed on a single card. There is a hole at the edge of the card for each skill. The appropriate hole is notched open when there is evidence of adequate development or mastery of a given skill. Thus, a pupil's skill development record would have unnotched holes for skills that need development and notched holes for skills that have been developed. To identify pupils with common skill development needs, the teacher selects a given skill, passes a skewer (a knitting needle works fine)

through the appropriate hole in a stack of cards, and shakes off the loose cards. The cards that remain on the skewer belong to pupils who need to work on the skill.

To assist with the mechanics of individual recordkeeping when test booklets are computer-scored, a summary of test results is provided as part of the scoring service. The summary is printed on a gummed label that can be affixed to the center of a profile card, as in figure 3. Raw scores and a percentage of items correct are given for each test, and an asterisk indicates that the criterion (in figure 3, 80 percent) has been reached for a given skill. The asterisk is a signal to notch the appropriate hole on the card.

Teacher's Resource Files

One of the basic assumptions that has guided the development of the *Design* is that a means for organizing existing materials to teach essential reading skills is needed more than additional materials. The "Outline of Reading Skills" provides a framework for organizing teaching materials and procedures. Specific entries or skills in the outline for example, under Word Attack C.2.a (Skill 2) are keyed to selected published materials and teaching techniques in the teacher's resource file. Resource files are provided for the Word Attack, Comprehension, and Study Skills elements of the *Design*.

The *Teacher's Resource File: Word Attack* is comprised of separate folders for most of the specific Word Attack skills. Relevant commercial materials for teaching a given skill are listed on the folder, and appropriate teacher-directed activities and procedures can be inserted into the folder. The two types of entries serve as models for additional entries by personnel in each school building, who should add the kinds of materials and activities they find most useful. Procedures for augmenting the file are discussed in detail in the last chapter of this planning guide.

The resource files are intended to serve as resources, not prescriptions. That is, the files include a variety of materials and procedures that can be useful in developing a specific skill, but the teacher must select those that appear to be most useful for a given pupil at a given time. In practice, the individuals in a skill development group might be exposed to rather different instruction despite most of the materials and ideas coming from the resource files.

Figure 3
Word Attack Profile Card

WISCONSIN DESIGN FOR READING SKILL DEVELOPMENT

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LEVEL C:

- 1 i - Sight vocabulary
- 2 Consonant variants
- 3 Consonant blends
- 4 Long vowels
- 5 Vowel + i, a, e, o, u
- 6 Diphthongs
- 7 Long & short oo
- 8 Middle vowel
- 9 Two vowels separated
- 10 Two vowels together
- 11 Final vowel
- 12 Consonant digraphs
- 13 Base words
- 14 Plurals
- 15 Homonyms
- 16 Synonyms, antonyms
- 17 i - Independent application
- 18 Multiple meanings
- All C skills

WISCONSIN DESIGN FOR READING SKILL DEVELOPMENT

Example: _____ 10/72
PUPIL NAME DATE

C	3	C
UNIT	GRADE	LEVEL
SKILL		
2	Consonant Variants	20
3	Consonant Blends	15
4	Long Vowel Sounds	24
5	Vowel tr. at i, a, e, o, u	13
6	Diphthongs	13
7	Long and Short oo	10
8	Middle Vowel	11
9	Two Vowels Separated	12
10	Two Vowels Together	13
11	Final Vowel	10
12	Consonant Digraphs	15
13	Base Words	10
14	Plurals	14
15	Homonyms	17
16	Synonyms and Antonyms	13
18	Multiple Meanings	10
Skills Mastered - 29		

WORD ATTACK

LEVEL A:

- 1 Rhyming words
- 2 Rhyming phrases
- 3 Stanzas
- 4 Letters, numbers
- 5 Words, phrases
- 6 i - Colors
- 7 Initial consonants
- All A skills

NOTE: Skills marked i are assessed by a performance test or teacher observation.

LEVEL B:

- 1 i - Sight vocabulary
- 2 i - Left right sequence
- 3 Beginning consonants
- 4 Ending consonants
- 5 Consonant blends
- 6 Rhyming elements
- 7 Short vowels
- 8 Consonant digraphs
- 9 Compound words
- 10 Contractions
- 11 Base words
- 12 Plurals
- 13 Possessives
- All B skills

LEVEL D:

- 1 i - Sight vocabulary
- 2 Consonant blends
- 3 Silent letters
- 4 Syllabication
- 5 Accent
- 6 Unaccented schwa
- 7 Possessives
- All D skills

DATE	NO OF SKILLS	GROWTH
10/72	29	

Sample of Wisconsin Tests of Reading Skill Development



The following pages are reprinted from Level C, Word Attack, Test Administrator's Manual and Level C, Test 2 of the Wisconsin Tests of Reading Skill Development.

SEQUENTIAL DEVELOPMENT OF BASIC READING SKILLS
THROUGH INDIVIDUALIZED INSTRUCTION

Overview

In seeking ways for continuous improvement in the quality of instruction in Administrative Area B, Los Angeles City Unified School District, the material contained herein has been compiled to provide a prototype for the Sequential Development of Basic Reading Skills through Individualized Instruction.

Since each school in the area has the responsibility of conducting a needs assessment, from which its program goals are formulated, the goals and priorities may differ somewhat because of specific needs as identified in the individual schools. However, this prototypic material will provide a model organizational framework and instructional design that can be utilized or modified by the individual school to facilitate an effective program of reading skills development. Also realizing that many of the schools in the area may have already developed or selected Reading Programs that include a skills development component, it is intended that this material may be used to support, supplement, or extend an existing skills development program if needed.

This plan for the Sequential Development of Basic Reading Skills through Individualized Instruction will be presented in four parts:

Part I

An Organizational Scheme for the Development of Reading Skills through Individualized Instruction.

Part II

A Hierarchy of Basic Reading Skills and Statement of Objectives.

Part III

Recording Pupil Progress and Monitoring Procedures.

Part IV

Teacher Resource Guide.

Part I is presented in the following pages; parts II through IV may be obtained from the 111th Street School.

PART I

Organizational Scheme for the Sequential Development of Reading Skills through Individualized Instruction.

Based on the assumption that proficiency in skills leads to success in Reading, there will no doubt be agreement on the need for a program in skills development. There will also be agreement that a program in skills development can only be effective if it can meet the needs of the students involved.

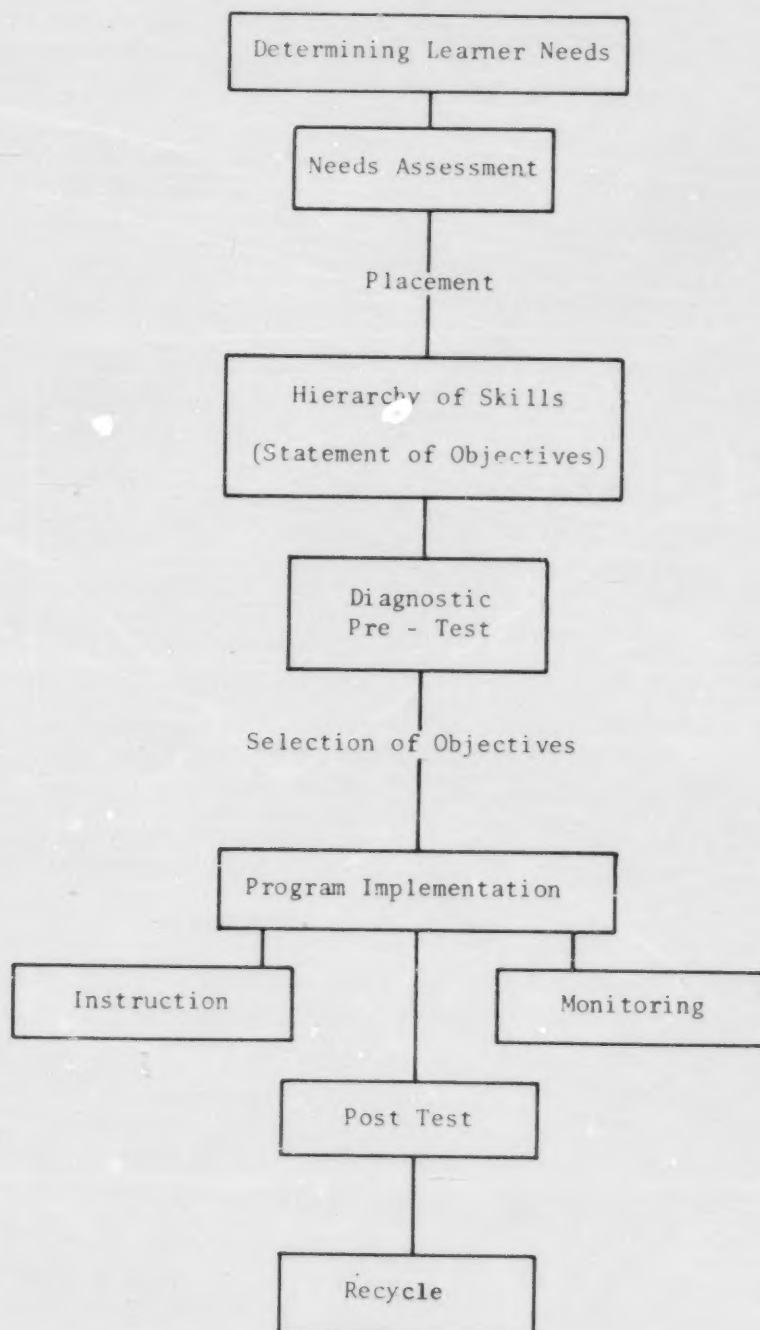
The major focus of this organizational scheme is on the individual pupil. The initial step of the scheme is to determine the present skill development status of the individual pupil, so as to assure proper placement into the hierarchy of skills. More specifically, the scheme focuses on the identification of specific needs of the learner, the selection of appropriate objectives and the best instructional sequence based on the identified learner needs. Monitoring procedures to make certain that the pupil is receiving the instruction he needs and post testing to determine pupil progress complete the organizational scheme.

In order to determine the skills development status of a given group of pupils, information can be obtained from the individual school's needs assessment. A needs assessment is a process that involves the study of past standardized test results, a poll of needs and attitudes of students, parents, teachers and administrators, a study of facilities, available equipment and materials. The needs assessment points out the difference between "what is" and "what ought to be". As related to reading skills development, the needs assessment of a given school could indicate that over-all the pupils in the school are deficient in word-attack skills, thus the need for emphasis being

FIGURE 1

Organizational Scheme:

Reading Skills Development Through Individual Instruction



placed on work-attack skills. Specifically for a given group of pupils, the needs assessment could indicate weakness in auditory and visual perception of vowels, or the ability to get the main idea in a paragraph. All of the discovered needs should be listed in order of priority and when the greatest need has been determined, instructional goals and objectives can be formulated and stated.

Knowing that a group of pupils are deficient in word attack skills, or knowing that another group of pupils lack the ability to get the main idea of a paragraph is not enough information to organize a skills development program that would meet the individual needs of all students involved. Diagnostic pre-testing is a means of determining more specifically the skills development status of the individual pupil.

Ideally, the pre-test should be criterion-referenced tests, matched closely with the stated objectives. The more directly the test is related to the objectives, the more useful it is as a diagnostic tool. When initiating a skills development program, if criterion-referenced tests are not available for pre-testing, it is recommended that a diagnostic test of basic reading skills be selected and administered early in the school year, before too much instruction has transpired.

The important factor is that every pupil work on the objective directly related to his specific need. Diagnostic testing is perhaps the best method to identify the objective each pupil should be working on, as the test results will pin point strengths and weaknesses and focus directly on the individual's instructional need.

It is the responsibility of the teacher to have the pre-test results for each pupil recorded, thus developing an individual pupil profile of skills

development. The pupil profile should be kept current, and should indicate the objectives the pupil has mastered, the pupil's present status and the objectives he needs to work on next.

A record of group performance on a particular set of objectives can also provide helpful information to identify patterns of deficiencies and for grouping pupils for skills instruction. The actual recording of information on both the pupil profile and class chart could be a task assigned to the para-professional.

Knowing the skill development status of the pupil and the objectives he is ready to begin work on, gives direction to instructional planning and implementation of the plan. The teacher has the major responsibility for instruction and the selection of learning activities appropriate for the objective and adaptable to individual pupil needs. When the same need or a similar need has been identified for several pupils, small groups may be formed for directed skills instruction, with the teacher. Such a group is a temporary group, organized for a specific purpose and discontinued when the instruction has been given. Other pupils are assigned learning tasks, which they can perform independently or in another setting.

At this point, the program should be monitored to be certain that pupils are receiving the guidance and instruction they need and that each pupil is working on the appropriate objectives, as indicated on his individual profile. Some of the monitoring responsibilities could be assumed by a school resource teacher or consultant, if available.

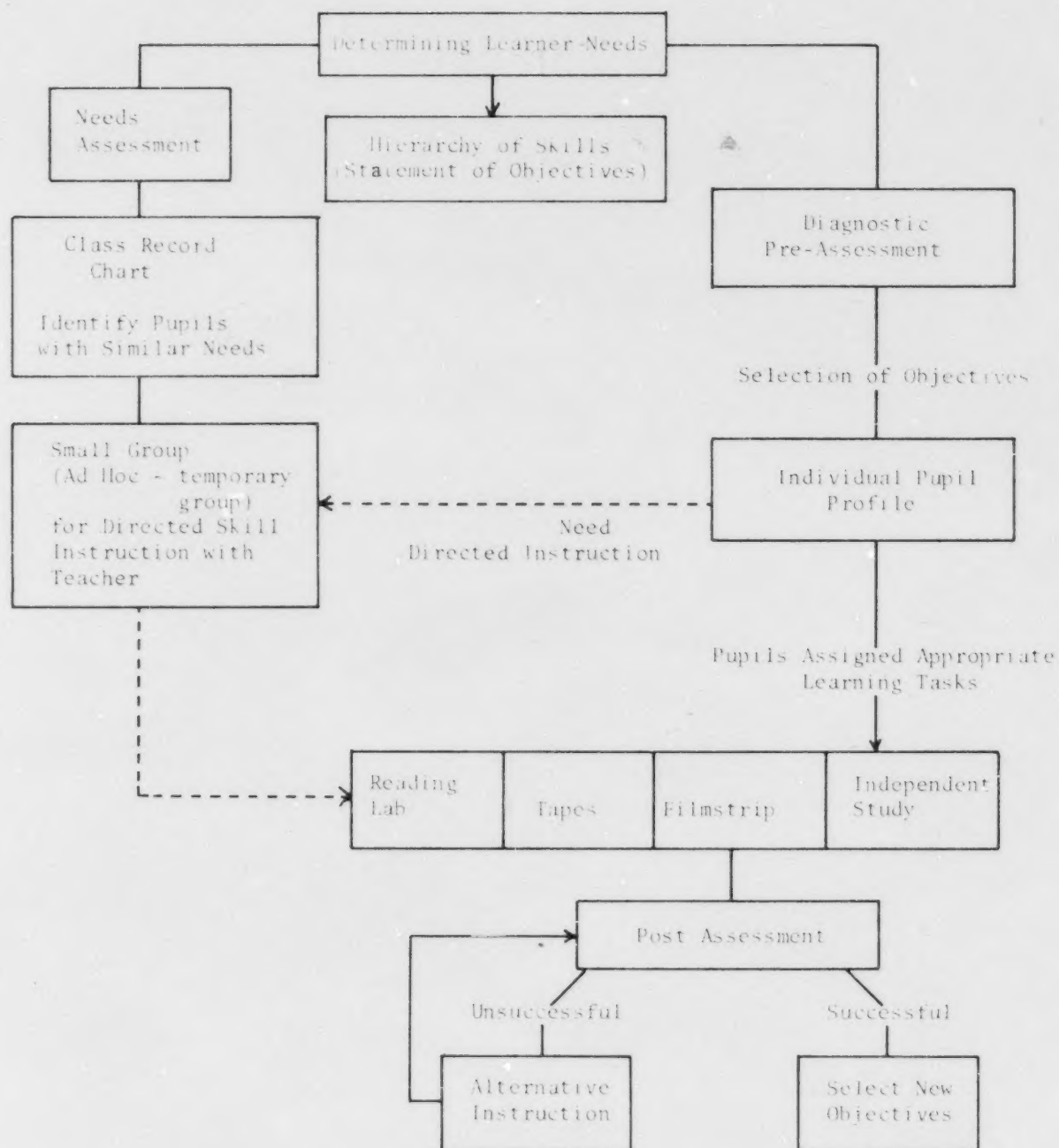
When the pupil has completed the learning tasks assigned to him, the criterion-referenced post test should be administered, to determine the progress the pupil has made toward the attainment of the objective. If the results

of the post test indicate mastery of the objective, the next objective is selected and the pupil begins work on the new objective. For the pupil who has shown little or no progress, the teacher must try to determine the cause. If the teacher suspects a non-educational factor to be the cause of the learning disabilities, he should look for behavior symptomatic of physical, psychological or environmental problems. If such symptoms have been observed, the teacher should make the necessary referral to obtain help for the pupil.

If the child was not successful because he was not properly placed and the objective was not appropriate to his needs, the appropriate objective should be identified and instruction implemented. However, if it is discovered that the pupil was properly placed and that the objective was appropriate, the instructional process should be repeated, the pupil working on the same objective but using alternative modes of instruction and different materials.

Figure 2

Reading Skills through Individualized Instruction Pupil Flow Chart



Teacher's Prayer

I want to teach my students how - To live this life on earth -
To face its struggles and its strife - And to improve their worth -
Not just the lesson in a book - Or how the rivers flow -
But how to choose the proper path - Wherever they may go -
To understand eternal truth - And know the right from wrong -
And gather all the beauty of - A flower and a song -
For if I help the row - In wisdom and in grace -
Then I shall feel t. won - And I have filled my place -
And so I ask Your gu e, God - That I may do my part -
For character and confluence - And happiness of heart.

GUIDELINES

Fifth and Sixth Grades
One Hundred Eleventh Street School

Grace O'Neal, Consultant

Environment and Maintenance

Each classroom environment is more conducive to learning if:

1. It is arranged to meet the needs of its students and can adequately accomodate the activities which students are expected to perform.
2. Children have discussed, established and understood what is expected of them and why.
3. Children and teacher decide on what children should learn and follow traffic patterns.
4. There is a place for everything and everything gets back to its place by prearranged orderly agreement between class and teacher.
5. Textbook and folder are kept clean, in sets, in order in place, and unmarked.
6. Ventilation is seen to properly and daily.
7. Bookcases, books, folders are kept in sets and in order and kept conveniently near centers where they are to be used.
8. Each classroom has something "living": a planter, aquarium, or?
9. Each room is reasonably clean even if children are assigned to keep it this way. Responsible monitors can and are willing to take care of floors, boards, chalk sills, arrangement of books, supplies, clean tables, pencils, woodwork, sink tops, windows, equipment and any other work that needs doing.
10. Bulletin boards are visually related to the unit with which children are currently working. (Borders on tops of all boards and tags as well as materials should be evenly spaced from the top of board and have properly lettered caption done in cursive or manuscript.)
11. Table tops are clean and materials in order or cleared at all times. Only necessary materials for current activity should be visible at any one time. Children must be taught to clean up and leave areas ready for next group or clean up, and clean away one set of materials before others are brought out. Please teach children to stop marking up our new books.

12. Paper is in an organized container. Children are using too much paper for nothing. One sheet per assignment or task is sufficient and no more unless circumstances warrant it. They will learn how to handle this and we will rid ourselves of so much clutter on floor, table tops, in desks.
13. Children are not dismissed at any time until the room, table tops, equipment, etc., are as they should be for next activity. This includes floors and book cases. We should have all of our books placed by now and table tops cleared. Be sure your Reading Specialist and O'Neal have copies of your book inventory.
14. We continue to enforce our standards. Children have stopped all of that gum, candy eating activity - Great!! Now lets be sure that they do not go into the halls at any time from 9:00 to 10:30; 10:50 to 12:00; 1:00 to 2:30; without a pass.
15. We continue working on self control at all times! Our halls are better and will continue to improve since we are all taking our children down the stairs.

EQUIPMENT

1. Please place the three sections of your equipment catalogue together and number the pages. Place in folder and refer to it daily when making requests for materials.
2. Please sign out "whatever" date, page # , item # , or letter # on your name card at back of "the room".
3. Cross out same when material is returned.
4. Equipment should be used all A.M. and P.M. We can do prescriptive reading in the A.M. and math teaching in P.M. using everything we have. If you notice that your neighbor has equipment that is not being used, ask to borrow it and use it, even if only 1 or 2 children are being programmed on the borrowed item.
5. Teachers please do not coil up the listening head set cords. The small wires inside will soon break. Leave the cords hanging or lying in their replacement boxes or on tables. Remind the children to keep them out of their mouths, wear them under the chin and leave the ear parts intact. Appoint a monitor to keep them clean. Monitor must be very responsible; water must never get into the tube or the rest of the head set. Damp sponge may be soaped for wiping of sets.
6. Please request use of equipment and materials one day in advance through aides. Aides will return and refile returned materials and check out and deliver new equipment and materials. Please use our "Request Form".
7. Our equipment is delicate, money for repairs is less than limited, so - teachers become operators.

ONE HUNDRED AND ELEVENTH STREET SCHOOL

ASSESSMENT PROCEDURES

At the 111th Street School, instruction is conducted on a 3-week cycle for both the Early Childhood and Upper Age Group Units. During this cycle, each student is working on specific skills. At the end of the cycle each student is diagnosed to determine his status concerning these skills. Some of the diagnostic instruments are teacher-made. Others are standardized, such as the IGE tests discussed elsewhere in this Directory. In each case the results are recorded on the Classroom Skills Charts by indicating the number of items successfully passed for each skill. If the student has attained minimum mastery, a circle is drawn around the number of items achieved.

After all students have completed the diagnostic tests and the results have been recorded, the Instructional Teams meet to re-group the students based on skills achievement. In the case of reading and mathematics, this sorting procedure is facilitated by the use of IGE skill cards. Skills which have been achieved are so indicated by notching the hole opposite that skill by placing a skewer through each hole in a stack of skills cards. The cards which have been notched will fall out when the stack is picked up by the skewer in this manner. Each skill card represents a student, and each pile of cards represents a group of students which should work on the same skill during the next cycle.

The teachers in each team then discuss the skills they desire to teach for the next cycle. Then they simply pick up the piles of cards related to those skills. This defines their student group for the next cycle. In most cases, the

teachers will either change objectives or change students for each cycle. By using this procedure, almost all of the students can try to accomplish the skills under a new teacher. The students very often have new materials because each teacher assembles her own unique set of materials for specific skills.

If a student fails to achieve mastery of a skill on the next cycle, he may be given an Intensive Remediation Prescription (see form immediately following Skills Charts). A variety of techniques are used, including use of older student-tutors and parent volunteers to provide individualized instruction.

The students proceed through the three-week cycle of evaluation, performance and assessment until they have accomplished all of the skills prescribed for the elementary school student. To date, no student at the 111th Street School has completed all of the skills to be learned. If a student completes all of the skills to be learned prior to the end of the cycle, he is given enrichment material in the same subject.

By carefully recording the progress of each student as he learns the prescribed skills, the staff ensures that the student is completely prepared for junior high school when he leaves the 111th Street School.

WORD ATTACK SKILLS
LEVEL A

53

WORD ATTACK SKILLS
LEVEL B

54

4

55

WORD ATTACK SKILLS
LEVEL D

56

Index

Techniques & Strategies

Location

1. Individualized Approach

3. Decoding

5. Individually Guided Motivation

7. Basal Readers

DIRECTIONS: Enter students name and room number in left column. Enter date each student receives remediation on upper half of box and the number of minutes on lower half. Total across for minutes per student. Total down for minutes of each technique.

111TH STREET SCHOOL
CLASSROOM MANAGEMENT

At the 111th Street School each teacher organizes her materials into Learning Centers in order to teach specific skills. To illustrate how one teacher has organized her class, we will show how a teacher from the Upper Age Group Unit, Miss Lynda McNeal, has organized her instructional day to teach Math in Time Block #1, Reading in Time Block #2, and Study Skills, Handwriting, Language and Writing in Time Block #3. All students in the Upper Age Groups participate in Psychomotor Training in Time Block #4. The attached Instructional Schedule shows a typical daily log of the three teams in this unit.

Mis McNeal has organized her Learning Centers about her supplies and equipment in the first two Time Blocks, when all students are studying the same subject. In the third Time Block, (her Home Room period), the Centers are organized about the subjects which the students are currently pursuing. At this time her Centers are organized like this:

TIME BLOCK #1 (MATH)

Center #	
1	Correctional Center (Conference)
2	Imperial Tapes
3	Singer Math Kit
4	Cuisenaire Rods
5	Modern School Mathematics Texts (#5)
6	Modern School Mathematics Texts (#6)
7	Sullivan Program (Fractions)

111th Street School
Instructional Schedule
Upper Age Group

Instructional Cycle = 3

(Dec. 3, 1993 to Jan. 10, 1994)

TEAMS [C - C' - D]	9:00-9:40	9:40-10:30	10:50-12:10	1:10-2:30	2:30-3:00
<u>D</u> BATES BIDDLE ESTES LABS - JOSEPH 29 THOMAS 28	I.G.E. Reading - Small Group W.A. Pupils C-16-18 15' MAIN IDEA C-13-15 15' CONCLUSIONS D-42,3 20 SEQ. ORDER	Class Size Group 3 days Language Spelling Handwriting 2 days - Study Skills Social Studies Science-Health	I.G.E. Math - Small Group Pupils W.A. Pupils C-4,5 12 FULL DR. OR. C-6,7 12 FULL DR. C-8,9 12 MAIN IDEA	I.G.E. Math - Small Group Pupils Language Spelling Handwriting 2 days - Study Skills Social Studies Science-Health	Psychomotor - Large Group One-to-one Small Group Skills
<u>C</u> DAVIS CHATHAM JENKINS LABS - JOSEPH 34 THOMAS 34	I.G.E. Math - Small Groups Pupils	Class Size Group 3 days Language Spelling Handwriting 2 days - Study Skills Social Studies Science-Health	I.G.E. Reading - Small Group Comp. W.A. Pupils C-4,5 12 FULL DR. OR. C-6,7 12 FULL DR. C-8,9 12 MAIN IDEA	Class Size Group 3 days Language Spelling Handwriting 2 days - Study Skills Social Studies Science-Health	Psychomotor - Large Group One-to-one Small Group Skills
<u>C'</u> MC NEAL LEE WILLIAMS, G. MARSHALL LABS - JOSEPH 38 THOMAS 38	Class Size Group 3 days Language Spelling Handwriting 2 days - Study Skills Social Studies Science-Health	I.G.E. Math - Small Group Pupils W.A. Pupils D-42,3 14 SEQ. ORDER C-8 16 SEQ. ORDER D-42,3 14 C-10 16 MAIN IDEA	I.G.E. Reading - Small Group Comp. W.A. Pupils D-42,3 14 SEQ. ORDER C-8 16 SEQ. ORDER D-42,3 14 C-10 16 MAIN IDEA	Psychomotor - Large Group One-to-one Small Group Skills	Psychomotor - Large Group One-to-one Small Group Skills

RESOURCES

Music: Fitzgerald
Horizontal Organization of
Reading Skills:
-Dance
-Orchestra
-Chorus
-Drama

Reading Skill Development
Thomas
Joseph
Education Aides
Stuckey Matthews
Hill Donahue
Moland Johnson

Large Groups
Small Groups
Class Size Groups
One-to-one

Developmental Math Process
E. Ervin
Psychomotor
W. Kimbell

Educational Resource Center
J. Cohn

TOTAL ENROLLMENT - 347

* Refers to I.G.E. Skill Card on Word Attack

TIME BLOCK #2 (READING)

Center #	Contains
1.	Listening Center (Imperial Reading Lab)
2	Vowels (Sound-o-Word Game)
3	Dolch Word Game
4.	Comprehension (Spectrum Kit)
5	Basal Reading Texts Related to Specific
6	Basal Reading Texts Skills under study
7	Worksheet Follow-up (Conference)

TIME BLOCK #3 (HOME ROOM)

Center #	Contains Materials For
1.	Study Skills Follow-up
2	Handwriting
3	Language (Verb Usage)
4	Spelling
5	Language (Capitalization)
6	Writing (Sentence Structure)
7	Poetry (Writing Limericks)

Miss McNeal rotates the students among the Learning Centers during the first two Time Blocks in order to provide the students with a wide variety of materials and approaches for teaching the specific skills for which she is currently responsible.

In the third Time Block the students are rotated through the centers on a rigid schedule to ensure that all students have an opportunity to learn all of the skills in the various subjects covered during this period. Miss McNeal's scheduling is shown on the next page. Other teachers at the school will have individual schedules to meet the specific requirements of their students.

Students are divided into six sets (numbered 2 through 7); this always

leaves one Center empty. The empty Center is used for individualized instruction and to provide additional flexibility in scheduling. Sets of students are rotated through the Centers as shown in the schedule below. Material, including skills boxes and contracts are stored at each Center as indicated above. Material at each Center may be changed as necessary.

TIME BLOCK #3

Day	1	2	3	4	5	6	7	Center
Mon.		2	3	4	5	6	7	
Tue	5		2	3	4	5	6	
Wed	6	7		2	3	4	5	
Thu	5	6	7		2	3	4	
Fri	Affective Domain Activity (Class size)							

Mon.	4	5	6	7		2	3
Tue.	5	4	5	6	7		2
Wed	2	3	4	5	6	7	
Thu		2	3	4	5	6	7
Fri	Affective Domain Activity (Class size)						

(Note that each set completes a cycle through each center in two weeks. The third week of the 3 week cycle is devoted to assessment and individual assistance.)

The teacher at the 111th Street School is continuously involved in the organization of Learning Centers in her classroom. She utilizes materials from the retrieval center in the school, from the commercial kits in her classroom, from standardized state texts, and from any other source available. Her task is to organize the material in order to accomplish the specific instructional tasks for a particular three week cycle. She occasionally develops some material from scratch if this is necessary for a student, or students to develop the particular skills that they are working on.

Paper materials, such as pre/post tests, worksheets, and handouts, which are related to a specific skill, are reproduced and assembled in sets in large envelopes. These envelopes are consolidated into "skill boxes" and are used at the Learning Center in addition to the other supplies and equipment which are listed there. At the end of the instructional cycle, the teacher may or may not change the specific skills in Reading and Math which she is teaching. If she teaches the same skills during the next cycle, she will probably have new students. If she teaches new skills she may retain most of the students during the next cycle. This means that she must plan and assemble the materials for the Learning Centers to teach the new skills. In any case she must plan and assemble new materials for her Home Room Time Block for each cycle. The following pages illustrate how one 111th Street teacher plans her centers to accomplish specific objectives. Some of the student materials from the skill boxes are also provided.

111TH STREET SCHOOL
MATHEMATICS INSTRUCTION SEQUENCE

SAMPLE

The following pages illustrate a typical instructional sequence for mathematics. The first page is the teachers' worksheet for resources. On this sheet she writes the objective to be accomplished, and the materials which are available. The teacher then assembles all of the materials at a learning center in the classroom (only the pre/post test, some teacher-made materials, and the worksheets from the skills box are reproduced here). The students rotate through the learning center as described under Classroom Management.

At the center they first complete the pre/post test. Any students who perform satisfactorily (80%) proceed immediately to another center. Other students complete activities which use the materials at the center. At the end of the three week cycle they again take a pre/post test. Results are recorded and reported at teacher team meetings. Students who perform at the 80% level or above indicated by circles on the Classroom Skills Chart proceed to another objective. Those who do not, work with additional materials (probably with another teacher) until they are ready to proceed. Working with different teachers to achieve the same objective provides the student with an opportunity to work with new materials because each teacher designs her own learning center. Teachers use both commercial materials and equipment and teacher-made and teacher-assembled materials in the centers. The Worksheets for Center Planning provide the structure to help teachers to focus on the relationship between materials and objectives. The following pages are only samples of the materials.

Teacher McNeal

Time Block 1 (9-10:30)

Mathematics - Oct 23 - (1st 3 week cycle)

Resource Materials

Worksheet for Center Planning

Objective: Each child will add/or subtract fractions with like or unlike denominators

Texts: modern school mathematics

p 203 } p 205 } equivalent p 206 } fractions p 207 }	p 208 } like p 209 } denominators	p 216 } p 217 } unlike p 218 } denominator p 219 }
---	--------------------------------------	---

Supplementary Texts:	<u>Workbook</u>	<u>Do Elem school Math</u>
Egner Fractions	p 64 # 22-33 p 65 # 1-12 p 66 # 1-12	p 24 p 31
Like Fractions	p 67	p 25
unlike Fractions	p 71	p 30 p 43 # 1-4 p 26 # 1 p 32 (1 cm) p 43 # 2.5

Sullivan Book 6

Tapes, Filmstrips, Recordings

Imperial International Learning
Lesson 18 - Meaning of Fractions
Lesson 19 - Equivalent Fractions

Games

1. % - fraction game
2. Cuisenaire Rods

Others

Fraction Kit -
Objective is to
know fractional
parts

Centers Math

1. listening
2. fraction kits -
Cuisenaire Rods
3. game - Fraction wheel
4. Follow-up
5. Teacher-directed
6. Sullivan

Instructional Package _____

Concept Unlike Denominators

Sub-concept Renaming Addends

Date October 23, 1973

Learning Prerequisites _____

1. Distributive Property. Exp.: $\frac{2}{8} + \frac{5}{8} = (2 + 5) \times \frac{1}{8}$

2. Numerator/Denominator Definition

3. Add + Subtract

4. Rename Fractional Numbers

ARITHMETIC CHECK-UP SCORE
Pre-Post 1 Part 1

ADDITION

- | | | | | |
|--|---|---|---|-----|
| 1) $\begin{array}{r} 34 \\ 53 \\ \hline \end{array}$ | 2) $\begin{array}{r} 70 \\ 48 \\ \hline \end{array}$ | 3) $\begin{array}{r} 408 \\ 540 \\ \hline \end{array}$ | 4) $\begin{array}{r} 49 \\ 6 \\ \hline \end{array}$ | 1. |
| | | | | 2. |
| | | | | 3. |
| 5) $\begin{array}{r} 38 \\ 27 \\ \hline \end{array}$ | 6) $\begin{array}{r} 296 \\ 349 \\ \hline \end{array}$ | 7) $\begin{array}{r} 8020 \\ 3824 \\ 5798 \\ 4363 \\ \hline \end{array}$ | 8) $\begin{array}{r} \$37.43 \\ 4.70 \\ .86 \\ 9.26 \\ \hline \end{array}$ | 4. |
| | | | | 5. |
| | | | | 6. |
| 9) $\$12.00 + .60$ | 10) $\begin{array}{r} 4/8 \\ 4/8 \\ \hline \end{array}$ | 11) $\begin{array}{r} 1/3 \\ 1/6 \\ \hline \end{array}$ | | 7. |
| | | | | 8. |
| | | | | 9. |
| 12) $\begin{array}{r} 13 \\ 3 \frac{2}{3} \\ \hline \end{array}$ | 13) $\begin{array}{r} 3/6 \\ 2/5 \\ \hline \end{array}$ | 14) $\begin{array}{r} 23 \frac{1}{4} \\ 4 \frac{1}{3} \\ \hline \end{array}$ | 15) $\begin{array}{r} 4 \frac{5}{6} \\ 3 \frac{1}{4} \\ \hline \end{array}$ | 10. |
| | | | | 11. |
| 16) $\begin{array}{r} 31 \frac{1}{2} \\ 13 \frac{2}{3} \\ 14 \frac{3}{4} \\ \hline \end{array}$ | 17) $5 \frac{1}{4} + 6.5$ | 18) $.07 + .267 + .3207$ | | 12. |
| | 19) $35.4 + 2.65 + .0295 + 3$ | | | 13. |
| | | | | 14. |
| 20) $\begin{array}{r} 7 \text{ yrs. } 8 \text{ mo.} \\ 1 \text{ yr. } 6 \text{ mo.} \\ \hline \end{array}$ | 21) $\begin{array}{r} 5 \text{ ft. } 7 \text{ in.} \\ 3 \text{ ft. } 8 \text{ in.} \\ \hline \end{array}$ | 22) $\begin{array}{r} 2 \text{ hrs. } 35 \text{ min.} \\ 4 \text{ hrs. } 76 \text{ min.} \\ \hline \end{array}$ | | 15. |
| | | | | 16. |
| | | | | 17. |
| 23) $\frac{1}{2} + \frac{1}{6} + \frac{1}{8}$ | 24) $5 \frac{1}{2} + 3.5$ | | | 18. |
| | | | | 19. |
| 25) $15 \frac{1}{10} + .7$ | | | | 20. |
| | | | | 21. |
| | | | | 22. |
| | | | | 23. |
| | | | | 24. |
| | | | | 25. |

Pre-Test

ADDITION OF MIXED FRACTIONS WITH LIKE DENOMINATORS

NAME _____

DATE _____

$$\begin{array}{r} 13 \\ + 4 \frac{2}{3} \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ + 3 \frac{1}{3} \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ + 2 \frac{3}{4} \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ + 3 \frac{5}{6} \\ \hline \end{array}$$

$$\begin{array}{r} 12 \frac{2}{3} \\ + 1 \frac{1}{3} \\ \hline \end{array}$$

$$\begin{array}{r} 11 \frac{1}{2} \\ + 3 \frac{1}{2} \\ \hline \end{array}$$

$$\begin{array}{r} 44 \frac{1}{3} \\ + 11 \\ \hline \end{array}$$

$$\begin{array}{r} 46 \frac{1}{4} \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 33 \frac{1}{4} \\ + 13 \\ \hline \end{array}$$

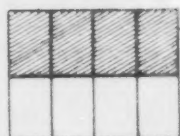
$$\begin{array}{r} 54 \frac{3}{5} \\ + 12 \\ \hline \end{array}$$

FRACTIONS

Cut five rectangular shapes from a sheet of paper like the one pictured on the right.

How long is it? _____ How wide is it? _____

1. Fold the first shape into halves. Color $\frac{1}{2}$ of it.
2. Fold the second one into fourths. Color $\frac{1}{4}$ of it.
3. Fold the third one into fourths. Color $\frac{3}{4}$ of it.
4. Fold the next one into eighths. Color $\frac{1}{8}$ of it.
5. Fold the last one into eighths. Color $\frac{5}{8}$ of it.



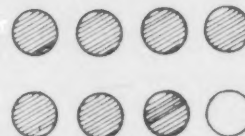
A



B



C



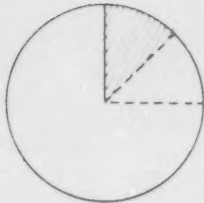
D

6. What part of the glass (B) is filled? _____
7. What part of D is not colored? _____
8. How many eighths in A are not shaded? _____
9. Which picture shows $\frac{3}{4}$ shaded? _____
10. Which is larger, $\frac{1}{4}$ or $\frac{1}{2}$? _____
11. Which is smaller, $\frac{1}{2}$ or $\frac{3}{8}$? _____
12. Which is larger, $\frac{7}{8}$ or $\frac{3}{4}$? _____

13 Rearrange the following fractions according to size-smallest to largest:

$$\frac{7}{8}, \frac{1}{2}, \frac{1}{4}, \frac{1}{8}, \frac{3}{4}, \frac{5}{8}, \frac{3}{8}$$

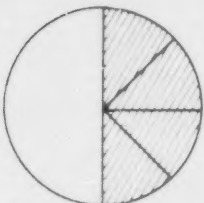
MORE ABOUT FRACTIONS



Fold a circle into two parts. These parts are called halves. Why? _____



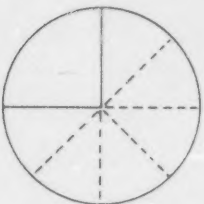
Take one half and fold it into two equal parts. The parts are called fourths. Why? _____



Use one of them and fold into two equal parts. These parts are called eighths.

Why? _____

Put 1/8 on the white circle. Is 1/8 as much as 1/4? _____



Put two of the 1/8's on the white circle.

What other part of the circle just covers them? _____

What does 2/8 equal in size? _____

Put 4 of the 1/8's on the white circle. What other part of the circle will just cover them? _____

Use the piece of the circle that will prove it. Put six of the 1/8's on the white circle. How much of the circle is covered? _____

Place three of these quarter-sized pieces over the six 1/8's. Are they the same size? _____

Use the above pictures to help solve the fractions below:

1. How many 1/8's are there in one half? _____
2. How many 1/2's are there in a whole? _____
3. How many eighths are there in 3/4? _____
4. How many fourths are there in a whole? _____
5. How many 1/8's are there in 1/4 of 2 wholes? _____
6. How many 1/2's are there in 1/2? _____
7. How many 1/8's are there in a whole? _____
8. How many 1/4's are there in 2 wholes? _____
9. How much is one half of a half? _____
10. How much is a half of a fourth? _____

$$\frac{1}{4} = \frac{\quad}{8} \quad \frac{1}{2} = \frac{\quad}{4} \quad 1 = \frac{\quad}{2} \quad \frac{\quad}{8} = \frac{3}{4} \quad \frac{\quad}{4} = \frac{2}{\quad} \quad \frac{\quad}{8} = 1$$

Cut out a cardboard circle 1 inch in diameter. Use this to draw circles for each number below. Fill in the fractional part with your favorite color or use a pencil.



$$\frac{1}{2}$$

$$\frac{1}{3}$$

$$\frac{1}{4}$$

$$\frac{1}{5}$$

$$1$$

$$\frac{2}{5}$$

$$\frac{3}{5}$$

$$\frac{3}{4}$$

$$\frac{1}{5}$$

$$\frac{2}{4}$$

$$\frac{3}{5}$$

$$\frac{2}{2}$$

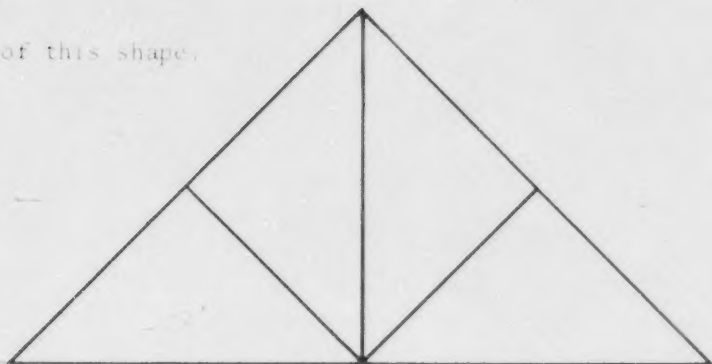
$$\frac{1}{5}$$

$$\frac{4}{5}$$

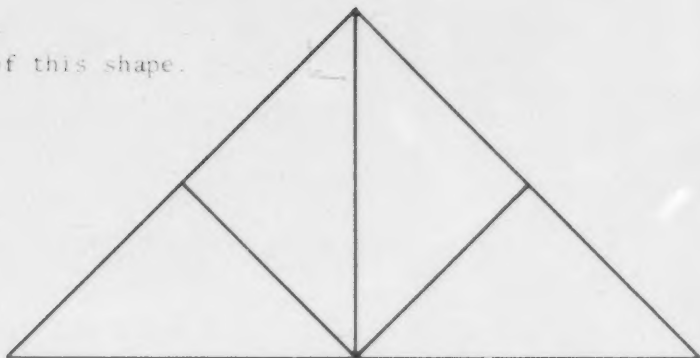
$$\frac{4}{4}$$

$$\frac{1}{2}$$

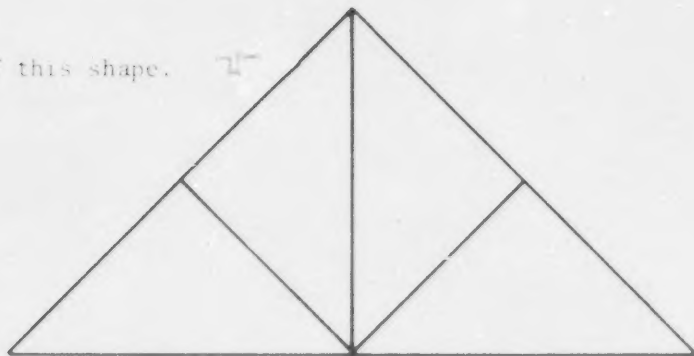
1. Color in $\frac{1}{4}$ of this shape.



2. Color in $\frac{2}{4}$ of this shape.

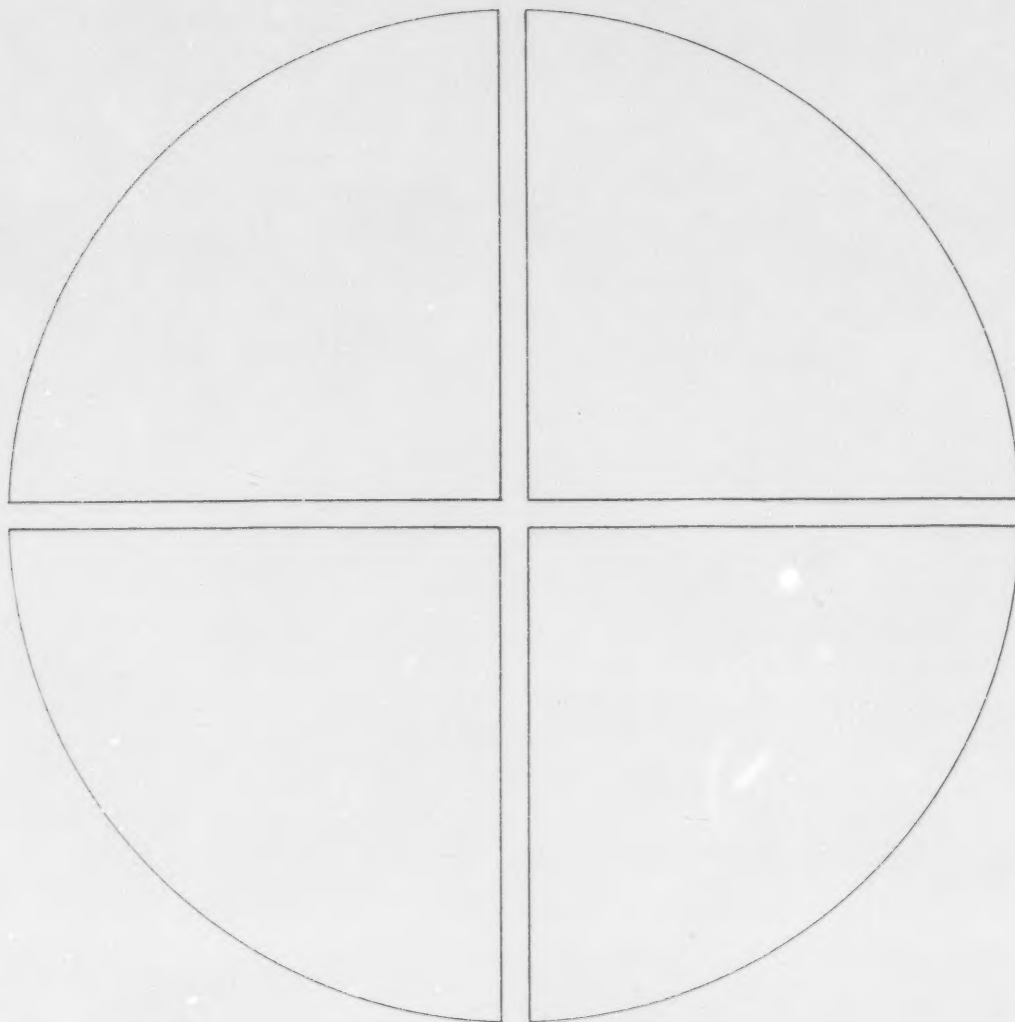


3. Color in $\frac{3}{4}$ of this shape.

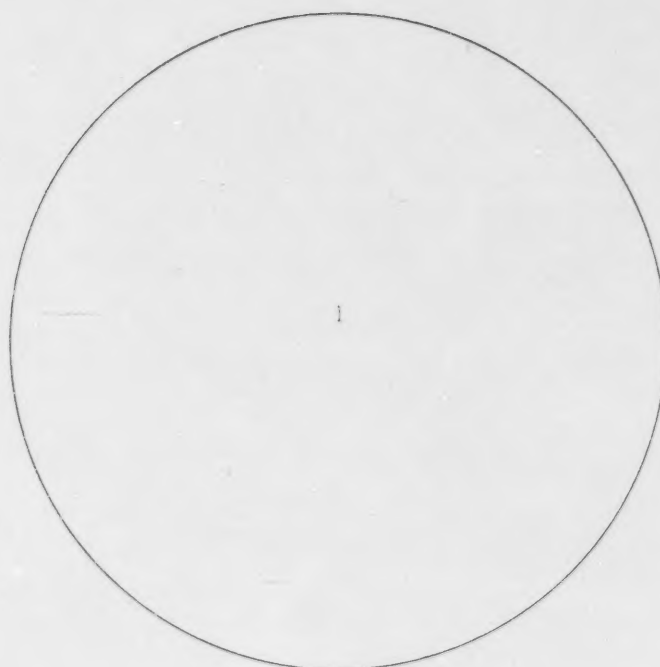
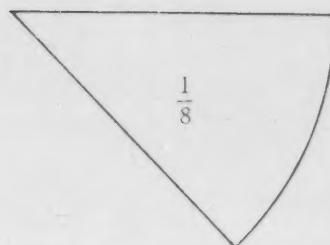
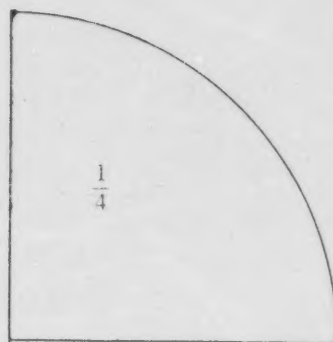


FRACTION WHEEL

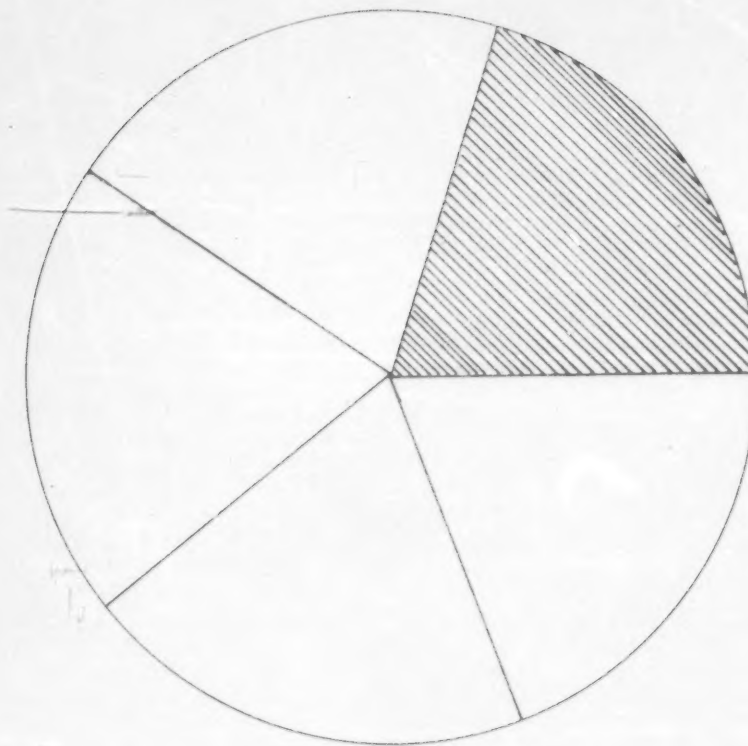
$$\frac{4}{4} = 1$$



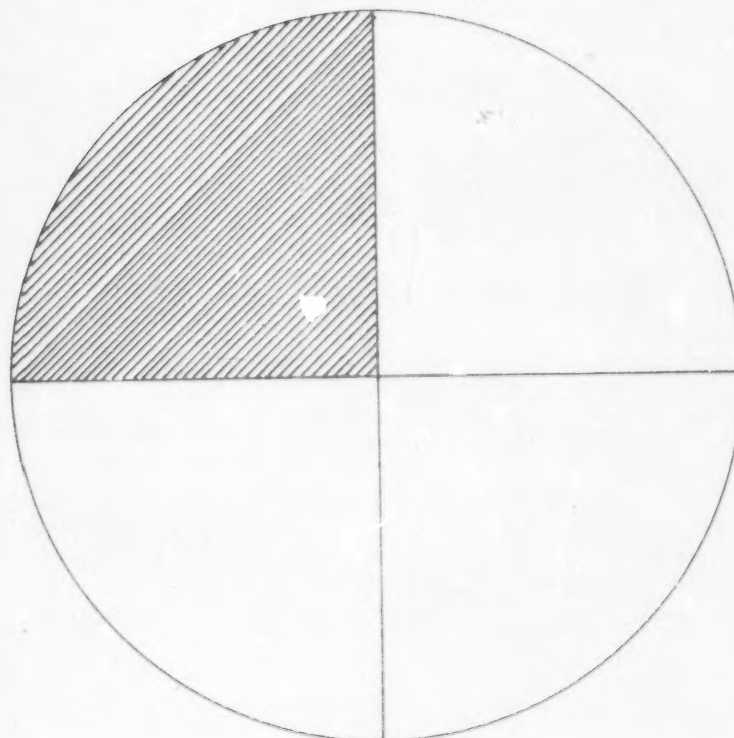
FRACTION PARTS



FRACTION CARDS



$$\frac{1}{5} = 20\%$$



$$\frac{1}{4} = \frac{\quad}{\quad}\%$$

NAME _____

DATE _____

I. Name the fractional numbers in simplest form. (Reduce to lowest terms)

1. $\frac{2}{8}$

2. $\frac{4}{36}$

3. $\frac{14}{24}$

4. $\frac{20}{32}$

5. $\frac{9}{12}$

II. Rename the fractional numbers so they have the same denominator.

6. $\frac{4}{4}$, $\frac{2}{5}$

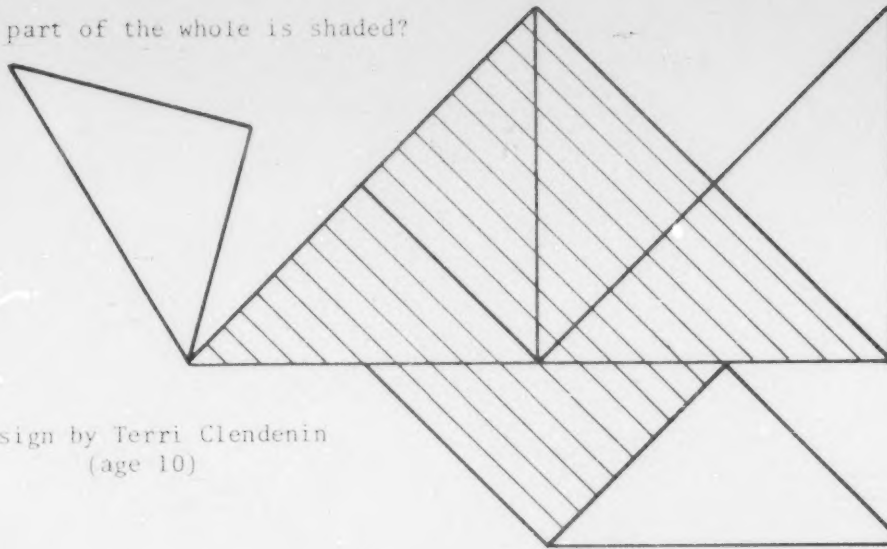
7. $\frac{3}{8}$, $\frac{4}{5}$

8. $\frac{5}{6}$, $\frac{5}{8}$

9. $\frac{2}{6}$, $\frac{3}{8}$

10. $\frac{7}{14}$, $\frac{6}{7}$

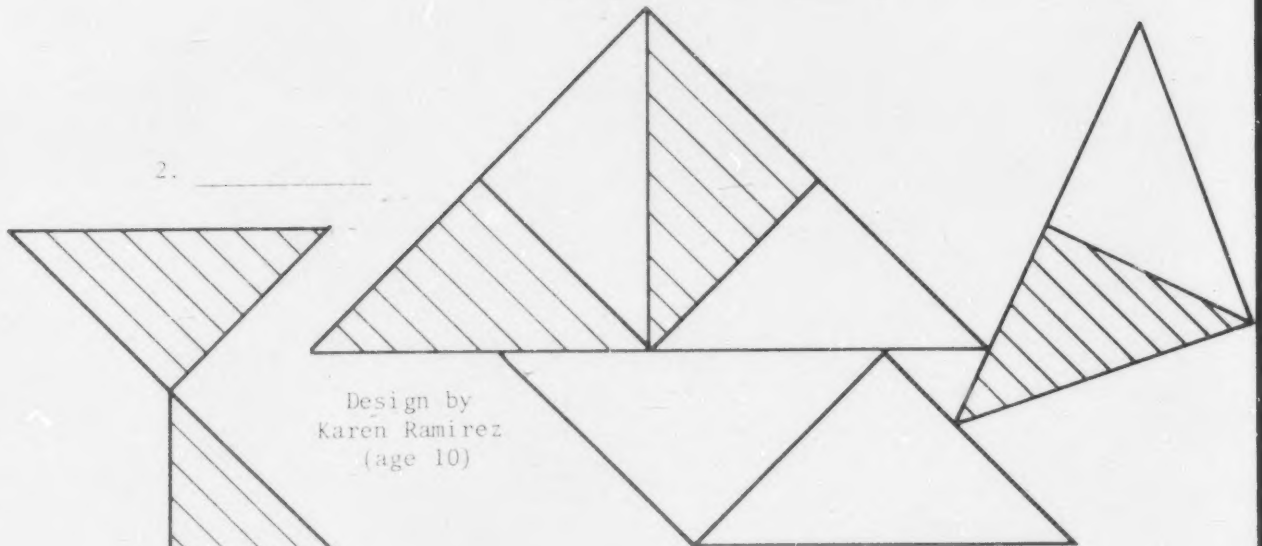
What part of the whole is shaded?



1. _____

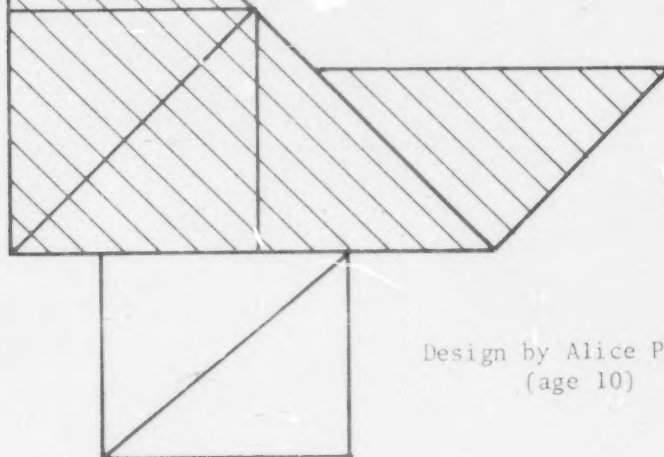
Design by Terri Clendenin
(age 10)

2. _____



Design by
Karen Ramirez
(age 10)

3. _____

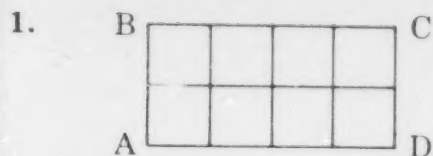


Design by Alice Phillips
(age 10)



INTERMEDIATE MATH PROGRAM

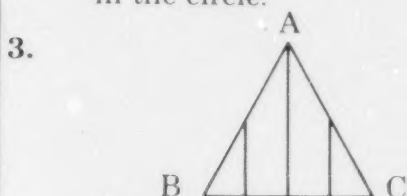
Lesson 18 Meaning of Fractions



There are ____ congruent parts in rectangle ABCD.



There are ____ congruent parts in the circle.



Are the parts in triangle ABC congruent? ____



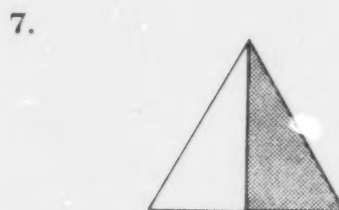
Which figure is divided into 2 congruent parts? ____



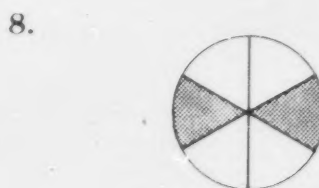
____ out of ____ congruent parts is shaded.



____ out of ____ congruent parts are shaded.



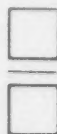
____ out of ____ congruent parts is shaded.



____ out of ____ congruent parts are shaded.



____ out of ____ congruent parts are shaded.



10.



There are ____ congruent parts altogether.

There are ____ shaded parts.

There are ____ unshaded parts.

11.



number of shaded parts



number of congruent parts altogether

12.

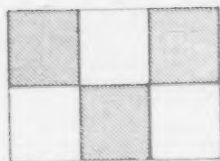


number of unshaded parts



number of congruent parts altogether

13.



A

 $\frac{3}{4}$ 

B

Does the fraction $\frac{3}{4}$ tell the amount shaded in figure A or figure B? ____

14.



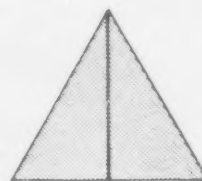
Which fraction tells about the shaded part of the circle, $\frac{5}{6}$ or $\frac{5}{8}$? ____

15.



Write the fraction that names the unshaded part of the rectangular region. ____

16.



Write the fraction that names the shaded part of the triangular region. ____

17.



How many marbles are there in the set? _____

How many of the marbles are shaded? _____

18. _____ out of _____ marbles are shaded.



of the marbles are shaded.



19.



Write the fraction that tells what part of the glasses are empty. _____

20.

$$\frac{5}{9}$$

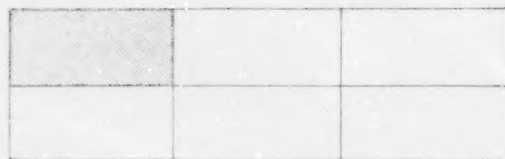
9 is called the denominator.

5 is called the numerator.

In $\frac{2}{5}$, which number is the denominator? _____

Which is the numerator? _____

21.



Write the fraction that names the shaded part. _____

Write the fraction that names the unshaded parts. _____

22.



Write the fractional numeral that describes the shaded marbles. _____

Write the fraction that describes the set of unshaded marbles. _____

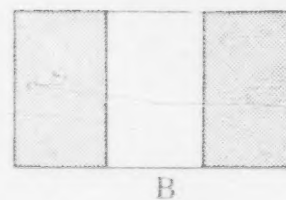
23.

In $\frac{3}{10}$, which number is the denominator? _____

Which number is the numerator? _____

24.

Which figure shows $\frac{2}{3}$, A or B?



1.



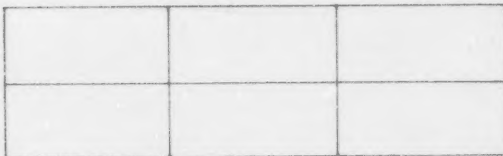
Are the parts congruent? _____

2.



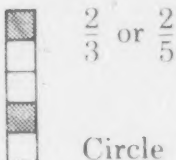
Are the parts congruent? _____

3.



How many congruent parts are there? _____

4.

 $\frac{2}{3}$ or $\frac{2}{5}$

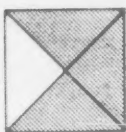
Circle the fractional numeral that describes the shaded part of this figure.

5.



Write the fraction that describes the set of shaded marbles. _____

6.



Write the fractional numeral that describes the shaded part. _____

7.

In $\frac{3}{8}$, which number is the denominator? _____

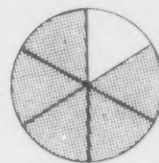
Which number is the numerator? _____

8.



Write the fractional numeral that describes the unshaded part.

9.

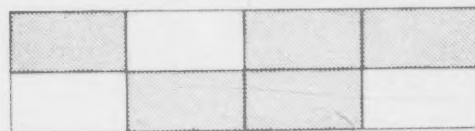


Write the fractional numeral that describes the shaded part.

10.

In a circle that is $\frac{5}{11}$ shaded, there are _____ congruent parts and _____ of them are shaded.

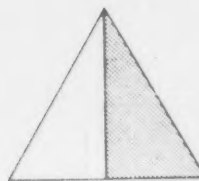
11.

Is $\frac{5}{8}$ or $\frac{5}{6}$ shaded? _____

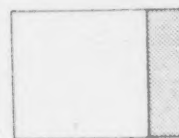
12.

Which has $\frac{1}{2}$ shaded, A or B?

A



B



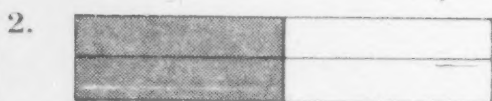


INTERMEDIATE MATH PROGRAM

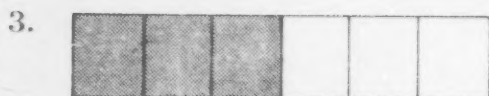
Lesson 19 Equivalent Fractions



Write the fraction that tells what part of the region is shaded. $\frac{\square}{\square}$



Write the fraction that tells what part of the region is shaded. _____



Write the fraction that tells what part of the region is shaded. _____



Write the fraction that tells what part of the region is shaded. _____

5. $\frac{1}{2} = \frac{\quad}{\quad} = \frac{\quad}{\quad} = \frac{\quad}{\quad}$

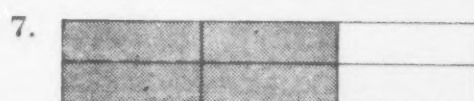
Equivalent Fractions

$\frac{1}{2} = \frac{\quad}{10}$

$\frac{1}{2} = \frac{6}{\quad}$



Write the fraction that tells what part of the region is shaded. _____



Write the fraction that tells what part of the region is shaded. _____



$\frac{2}{3} = \frac{4}{6} = \frac{\quad}{\quad}$

Equivalent Fractions

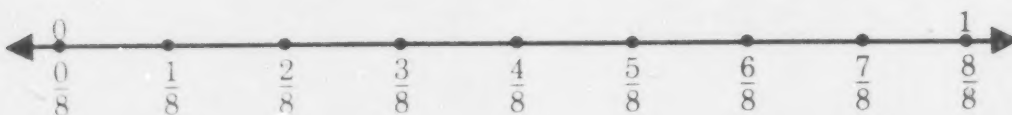
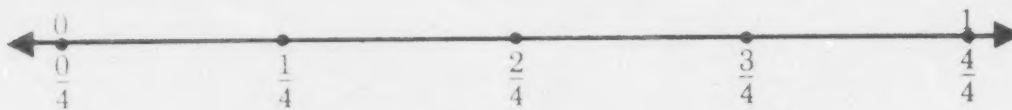
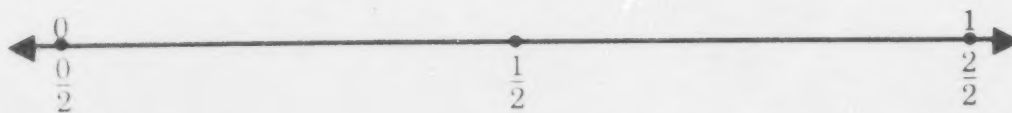


$\frac{3}{4} = \frac{6}{8}$



$\frac{3}{4} = \frac{\quad}{\quad} = \frac{\quad}{\quad} = 1$

11. $1 = \frac{\quad}{2}, 1 = \frac{\quad}{8}, 1 = \frac{\quad}{42}, 1 = \frac{\quad}{99}$



12. $\frac{1}{2} = \underline{\quad} = \underline{\quad}$

13. $0 = \frac{0}{2} = \underline{\quad} = \underline{\quad}$

14. $\frac{1}{4} = \underline{\quad}$

15. $\frac{3}{4} = \underline{\quad}$

16. $1 = \frac{2}{2} = \underline{\quad} = \underline{\quad}$

17. $4 \times 1 = \underline{\quad}$

$\frac{1}{4} \times 1 = \underline{\quad}$

$\frac{2}{3} \times 1 = \underline{\quad}$

18. $\frac{1}{2} \times 1 = \underline{\quad}$

$\frac{1}{2} \times \frac{2}{2} = \underline{\quad}$

19. $\frac{3}{4} \times \frac{2}{2} = \underline{\quad}$

$\frac{3}{4} = \underline{\quad}$

20. $\frac{2}{3} \times \frac{4}{4} = \underline{\quad}$

$\frac{2}{3} = \underline{\quad}$

$$21. \frac{4}{5} = \frac{\quad}{20}$$

$$\frac{4}{5} \times \frac{4}{4} = \frac{16}{20}$$

$$22. \frac{3}{8} = \frac{\quad}{24}$$

$$\frac{3}{8} \times \frac{\quad}{\quad} = \frac{\quad}{\quad}$$

$$23. \frac{5}{9} = \frac{\quad}{36}$$

$$\frac{5}{9} \times \frac{\quad}{\quad} = \frac{\quad}{36}$$

$$24. \frac{3}{7} = \frac{9}{\quad}$$

$$\frac{3}{7} \times \frac{\quad}{\quad} = \frac{9}{\quad}$$

$$25. \frac{4}{11} = \frac{16}{\quad}$$

$$\frac{4}{11} \times \frac{\quad}{\quad} = \frac{16}{\quad}$$

$$26. \frac{2}{3} = \frac{8}{\quad}$$

$$\frac{2}{3} \times \frac{\quad}{\quad} = \frac{8}{\quad}$$

$$27. \frac{3}{9} = \frac{3 \times 1}{3 \times 3} = \frac{3}{3} \times \frac{1}{3} = \frac{1}{3}$$

$$28. \frac{5}{20} = \frac{\frac{x}{x}}{\quad} = \frac{\quad}{\quad}$$

$$29. \frac{12}{18} = \frac{\frac{x}{x}}{\quad} = \frac{\quad}{\quad}$$

$$30. \frac{15}{27} = \frac{\frac{x}{x}}{\quad} = \frac{\quad}{\quad}$$

$$31. \frac{6}{24} = \frac{\frac{x}{x}}{\quad} = \frac{\quad}{\quad}$$

$$32. \frac{7}{21} = \frac{\frac{x}{x}}{\quad} = \frac{\quad}{\quad}$$

$$33. \frac{16}{20} = \frac{\frac{x}{x}}{\quad} = \frac{\quad}{\quad}$$

$$34. \frac{13}{24} = \frac{\frac{x}{x}}{\quad} = \frac{\quad}{\quad}$$

$$35. \frac{8}{12} = \frac{\frac{x}{x}}{\quad} = \frac{\quad}{\quad}$$

$$1. \quad \frac{1}{2} = \frac{\quad}{4} = \frac{10}{\quad} = \frac{\quad}{18}$$

$$2. \quad \frac{5}{6} = \frac{\quad}{18}$$

$$\frac{5}{6} \times \frac{\quad}{\quad} = \frac{\quad}{18}$$

$$3. \quad 0 = \frac{0}{4} = \frac{\quad}{8}$$

$$4. \quad \frac{2}{9} \times \frac{3}{3} = \frac{\quad}{\quad}$$

$$5. \quad \frac{4}{5} \times \frac{\quad}{\quad} = \frac{\quad}{20}$$

$$6. \quad \frac{3}{4} \times \frac{\quad}{\quad} = \frac{\quad}{36}$$

$$7. \quad \frac{1}{6} \times \frac{\quad}{\quad} = \frac{\quad}{42}$$

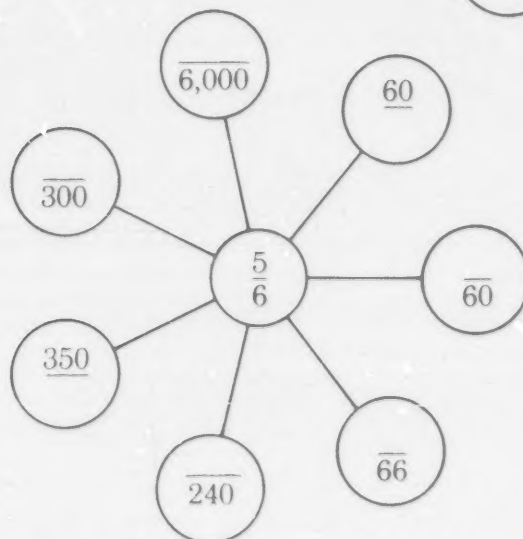
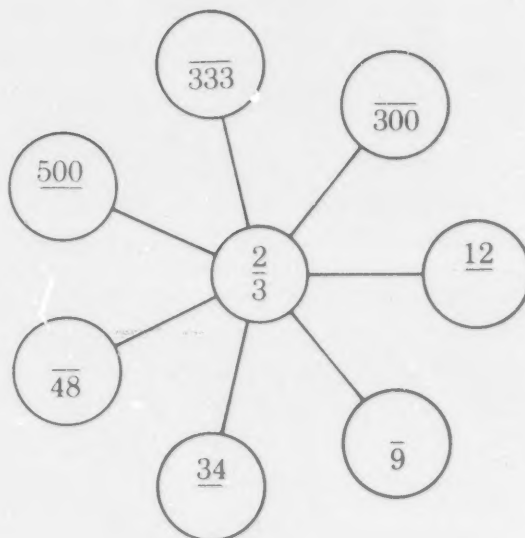
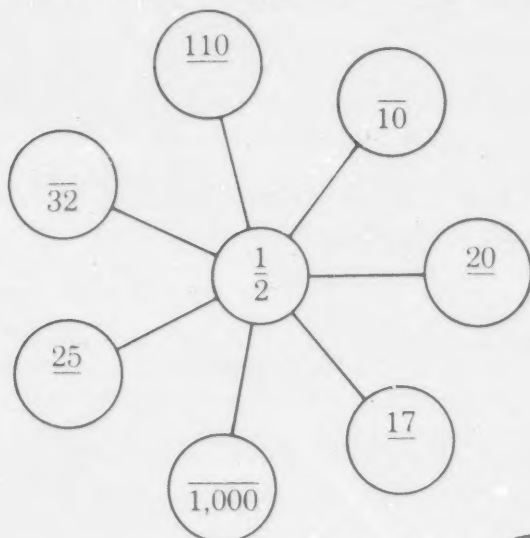
Write in simplest form.

$$8. \quad \frac{45}{48} = \frac{\quad}{\quad}$$

$$9. \quad \frac{14}{24} = \frac{\quad}{\quad}$$

$$10. \quad \frac{17}{17} = \frac{\quad}{\quad}$$

Fill in the circles with equivalent fractions.



POST TEST

ADDITION OF MIXED FRACTIONS WITH LIKE DENOMINATORS

NAME _____

DATE _____

$$\begin{array}{r} 17 \\ + 2 \frac{1}{2} \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ + 1 \frac{2}{3} \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ + 5 \frac{4}{6} \\ \hline \end{array}$$

$$\begin{array}{r} 64 \frac{1}{3} \\ + 21 \frac{2}{3} \\ \hline \end{array}$$

$$\begin{array}{r} 23 \frac{1}{4} \\ + 42 \frac{3}{4} \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ + 13 \frac{1}{3} \\ \hline \end{array}$$

$$\begin{array}{r} 44 \\ + 32 \frac{2}{3} \\ \hline \end{array}$$

$$\begin{array}{r} 35 \frac{2}{6} \\ + 24 \\ \hline \end{array}$$

$$\begin{array}{r} 65 \\ + 14 \frac{1}{4} \\ \hline \end{array}$$

$$\begin{array}{r} 21 \frac{5}{6} \\ + 32 \frac{1}{6} \\ \hline \end{array}$$

POST TEST

ADDITION OF MIXED FRACTIONS WITH UNLIKE DENOMINATION

NAME _____

DATE _____

$$\begin{array}{r} 2 \frac{2}{3} \\ + 6 \frac{4}{6} \\ \hline \end{array}$$

$$\begin{array}{r} 3 \frac{3}{4} \\ + 3 \frac{1}{3} \\ \hline \end{array}$$

$$\begin{array}{r} 5 \frac{2}{5} \\ + 3 \frac{2}{10} \\ \hline \end{array}$$

$$\begin{array}{r} 4 \frac{1}{3} \\ + 4 \frac{3}{6} \\ \hline \end{array}$$

$$\begin{array}{r} \frac{1}{8} \\ + \frac{2}{16} \\ \hline \end{array}$$

$$\begin{array}{r} 7 \frac{1}{8} \\ + 1 \frac{2}{4} \\ \hline \end{array}$$

$$\begin{array}{r} 4 \frac{3}{16} \\ + 2 \frac{3}{4} \\ \hline \end{array}$$

$$\begin{array}{r} 5 \frac{5}{8} \\ + 1 \frac{3}{16} \\ \hline \end{array}$$

NAME _____

DATE _____

POST TEST
ADDITION SKILLS #10, 11, 12, 13, 14, 15

DIRECTIONS: Add the following fractional numbers. Write the sum (the answer) in the simplest equivalent fraction.

1. $2/8 + 3/8 =$

2. $6/12 + 4/12 =$

3. $2/6 + 3/6 =$

4. $1/4 + 2/4 =$

5. $1/2 + 1/5 =$

6. $3/4 + 1/8 =$

7. $7 \frac{1}{4} + 2 \frac{2}{4} =$

8. $10 \frac{2}{12} + 6 \frac{4}{12} =$

9. $8 \frac{2}{6} + 4 \frac{2}{6} =$

10. $6 \frac{2}{3} + 3 =$

11. $5 \frac{1}{2} + 10 =$

12. $4 \frac{1}{2} + 2 \frac{3}{8} =$

ONE HUNDRED ELEVENTH STREET SCHOOL
LOS ANGELES UNIFIED SCHOOL DISTRICT

FORMAT FOR MONITORING PERFORMANCE OBJECTIVES

Grade Level 6A-C

Teacher McNeal

PERFORMANCE OBJECTIVE NUMBER (1)	SKILL AND/OR CONCEPT (2)	MAJOR ACTIVITY AND PROCESS (3)	METHOD OF MEASUREMENT (4)	PROFICIENCY LEVEL ** (5)	EXPECTED COMPLETION DATE (6)	ACTUAL COMPLETION DATE (7)	PERFORMANCE OBJECTIVE *** ATTAINED	
							YES	NO
	#10 add like fractions	reducing	teacher-made instrument	80%	11/7	11/8	10	11
	#13 add like fractions						19	2
		Modern School Arithmetic #516						
		Modern School Arithmetic Workbook #6						
		Reorganized Math #6						
		Imperial Days #1819						
		Quadrant Ruler						
		Longer Math						

*Major Activities
...organization
...context
method
facilities

**Proficiency Level
Degree to which
Performance Objectives
were completed as expected
completion date

***Number of subjects

111TH STREET SCHOOL
READING INSTRUCTION SEQUENCE
SAMPLE

The following pages illustrate a typical instructional sequence for reading. The first page is the teachers' worksheet for resources. On this sheet she writes the objectives to be accomplished, and the materials which are available. The teacher then assembles all of the materials at a learning center or centers in the classroom.

The samples provided are for Word Attack and are at Level C within the Wisconsin Design. Please note that the teacher's Worksheet for Center Planning calls out a number of texts, games and supplementary materials in addition to the IGE materials. In this particular cycle, Miss McNeal was concentrating on vowels and used Test 5 as the pre/post test for vowels plus r, a plus l and a plus w. The IGE suggestions reproduced here are alternative strategies for teaching these specific skills. At the end of the three week cycle, nine out of fifteen children had passed Test 5 at the 80% proficiency level (a score of 24 or better on the 30 item test).

Students who perform at the 80% level or above (indicated by circles on the Classroom Skills Chart) proceed to another objective. Those who do not work with additional materials (probably with another teacher) until they are ready to proceed. Working with different teachers to achieve the same objective provides the student with an opportunity to work with new materials because each teacher designs her own learning centers. Teachers use both commercial materials and equipment and teacher-made and teacher-assembled materials in the centers. The Workshops for Center Planning provide the structure to help her to focus on the relationship between materials and objectives.

Teacher McNeal

Time Block 2 (10:50-12:10)

Reading Word Attack

Oct. 23

Resource Materials

Worksheet for Center Planning

Objective: To be able to pronounce words with a+l, vowel + r,
a+w To be able to auditorially discriminate
between above sounds.

Texts:

1. City Sidewalks, pp. 53-60 Level 3-1

See also ICE Teacher suggestions

Supplementary Texts:

See Skill Box

Spelling Books: Levels 2-6

2 unit 34 p 146- 151	3 unit 14 p 58- 63	unit 29 p 124- 127	4 unit 15 pg 96- 98	5 unit 9 p. 33- 35	6 unit 5 p. 18- 20
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Tapes, Filmstrips, Recordings

See Mr Thomas (reading consultant)

Games

1. soler word game
2. Place cards categorized by color and word.
3. detective-recognize vowels (teh) p 10, spice
4. sound pictures - p. 15, spice
5. story Puzzles - p. 20

Others

Centers word attack

1. Spelling-
2. listening-
3. Game-
4. Teacher Directed Basals

Instructional Package Reading

Concept Pronunciation

Pronounce words with a+l, vowel + r,
Sub-concept a+w, and to discriminate between
those sounds.

Date October 23, 1973

Learning Prerequisites

1. Recognize vowel letters

2. Pronounce vowel sounds

Test 5

Vowel + r, a + l, a + w

Example

- ☐ ar
☐ er-ir-ur
☐ or
☐ al
☐ aw

1. ☐ ar
☐ er-ir-ur
☐ or
☐ al
☐ aw

7. ☐ ar
☐ er-ir-ur
☐ or
☐ al
☐ aw

13. ☐ ar
☐ er-ir-ur
☐ or
☐ al
☐ aw

2. ☐ ar
☐ er-ir-ur
☐ or
☐ al
☐ aw

8. ☐ ar
☐ er-ir-ur
☐ or
☐ al
☐ aw

14. ☐ ar
☐ er-ir-ur
☐ or
☐ al
☐ aw

3. ☐ ar
☐ er-ir-ur
☐ or
☐ al
☐ aw

9. ☐ ar
☐ er-ir-ur
☐ or
☐ al
☐ aw

15. ☐ ar
☐ er-ir-ur
☐ or
☐ al
☐ aw

4. ☐ ar
☐ er-ir-ur
☐ or
☐ al
☐ aw

10. ☐ ar
☐ er-ir-ur
☐ or
☐ al
☐ aw

16. ☐ ar
☐ er-ir-ur
☐ or
☐ al
☐ aw

5. ☐ ar
☐ er-ir-ur
☐ or
☐ al
☐ aw

11. ☐ ar
☐ er-ir-ur
☐ or
☐ al
☐ aw

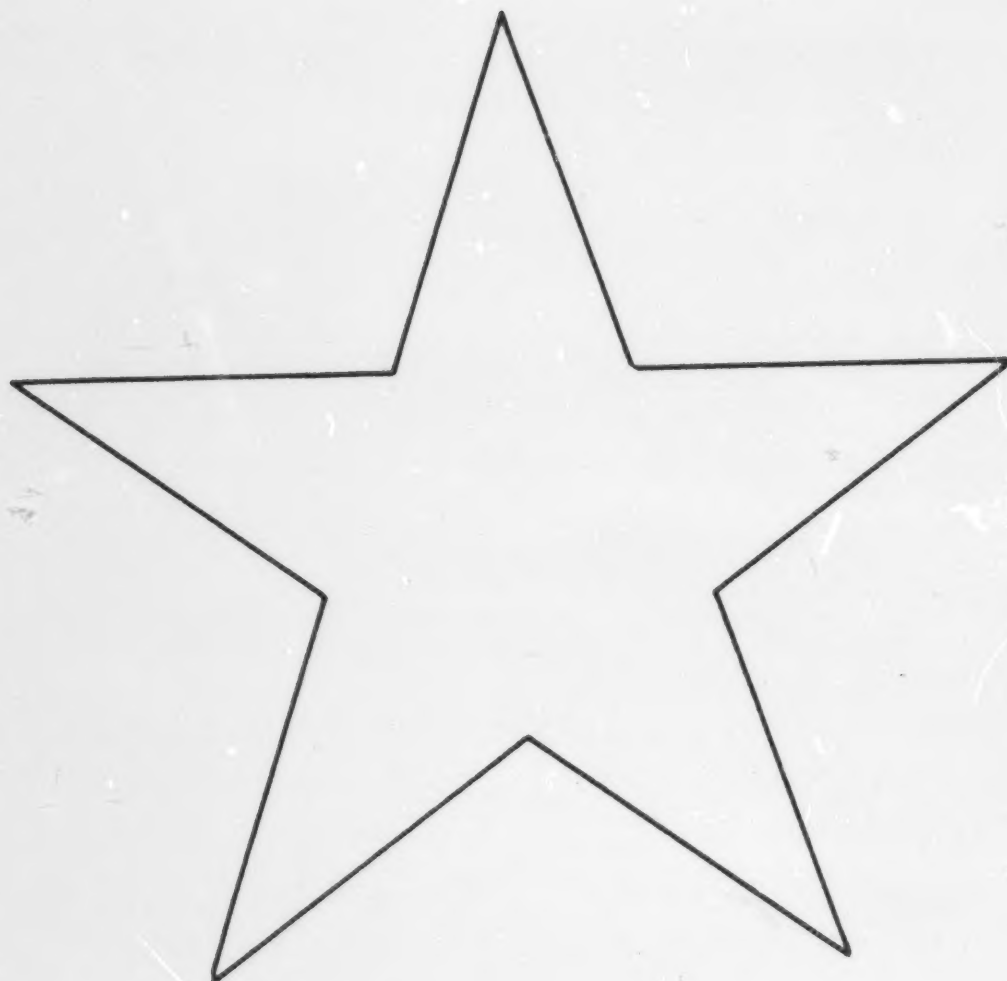
17. ☐ ar
☐ er-ir-ur
☐ or
☐ al
☐ aw

6. ☐ ar
☐ er-ir-ur
☐ or
☐ al
☐ aw

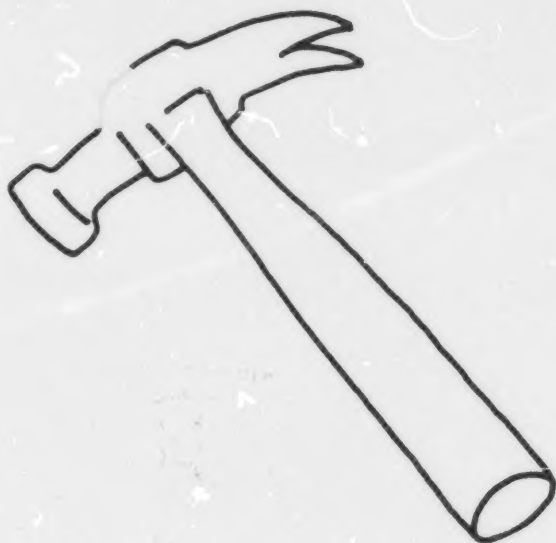
12. ☐ ar
☐ er-ir-ur
☐ or
☐ al
☐ aw

STOP

92/93/94/95



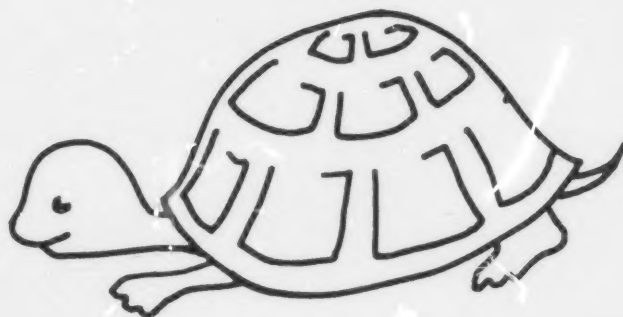
star



hammer



bird

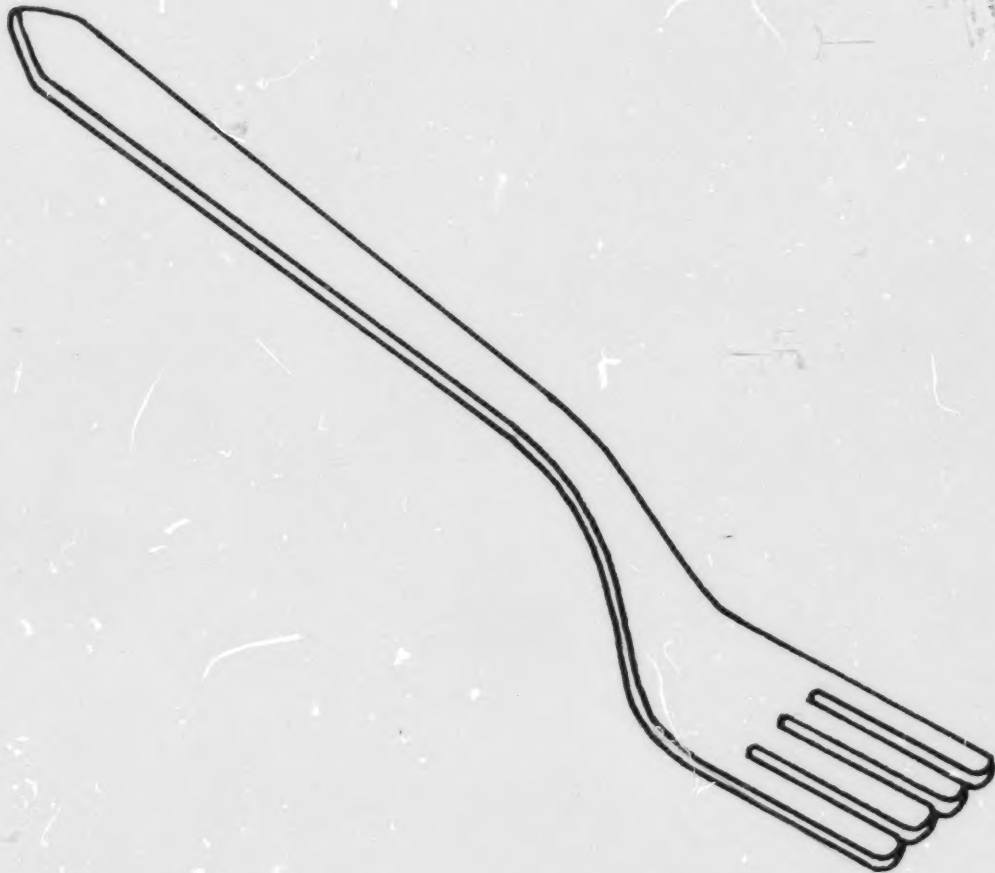


turtle

In the blank space write the word which answers the riddle. Your answer should be a word that contains **ar**, **er**, **ir**, or **ur**.

1. It has four wheels. You ride in it. It is a _____.
2. It is a large fish. It eats smaller fish. It is a _____.
3. It is the word for an animal's hair. It can be black, brown, yellow, or white. It is _____.
4. It is a place where people have picnics. Sometimes it has swings. It is a _____.
5. It is a color. It is a mixture of red and blue. It is _____.
6. It is the best time of the year. It's warm, and there is no school. It is _____.
7. He hit the ball with the bat. He ran from home plate to _____ base.
8. You should wash your hands before eating. If you don't, you may get sick because of the _____ on your hands.

1. It has four wheels. You ride in it. It is a car.
2. It is a large fish. It eats smaller fish. It is a shark.
3. It is the word for an animal's hair. It can be black, brown, yellow, or white. It is fur.
4. It is a place where people have picnics. Sometimes it has swings. It is a park.
5. It is a color. It is a mixture of red and blue. It is purple.
6. It is the best time of the year. It's warm, and there is no school. It is Summer.
7. He hit the ball with the bat. He ran from home plate to first base.
8. You should wash your hands before eating. If you don't, you may get sick because of the germs (dirt) on your hands.

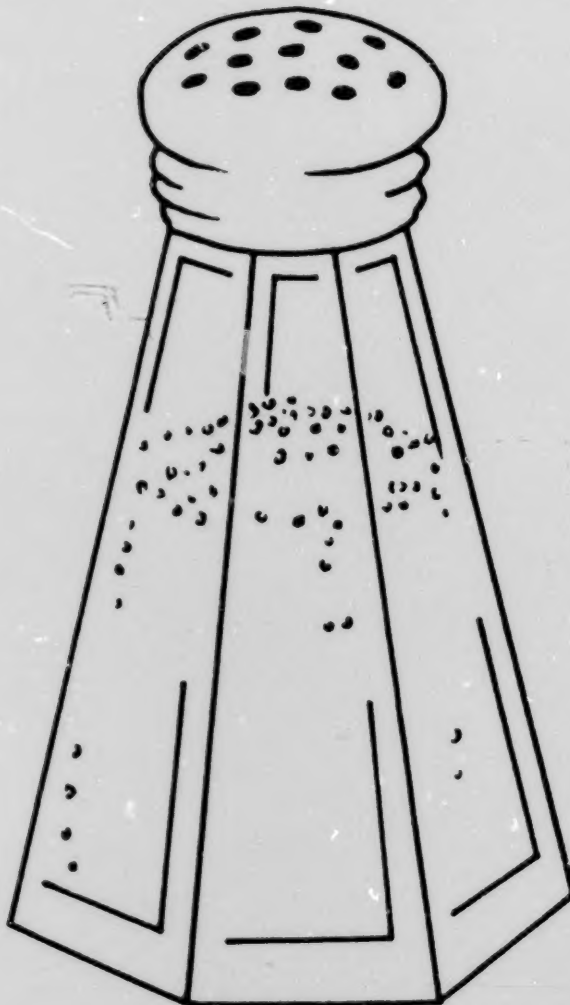


fork

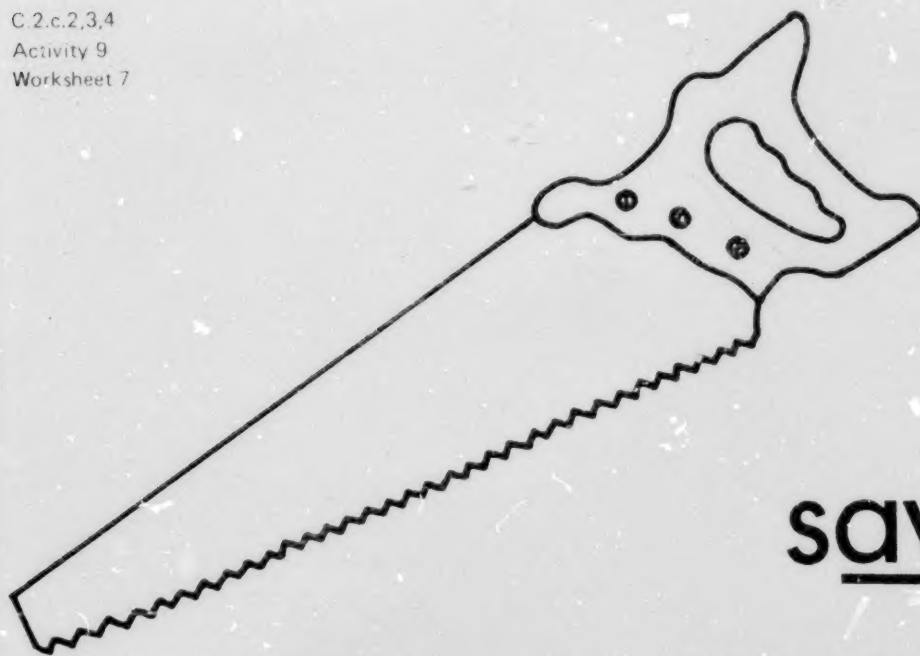
Fill in the missing letters in each sentence, using **ar**, **er**, **ir**, **ur**, or **or**.

1. The cow sleeps in the b____n.
2. There is a set of swings in the p____k.
3. In summer I eat c____n on the cob.
4. The birthday present is f____ me.
5. The hunt____ shot the deer from 50 yards away.
6. In spring boys play m____bles.
7. A happy cat says "P____r."
8. We turn on lights when it gets d____k.
9. A fire b____ns.
10. To make butter in olden days, people used a ch____n.
11. An angry dog will b____k.
12. Be careful when you use a sh____p knife.
13. My mother made a cake because it's my b____thday.
14. In the summer I grow vegetables in my g____den.
15. The cowboy is taking the h____d of cattle to the past____e.

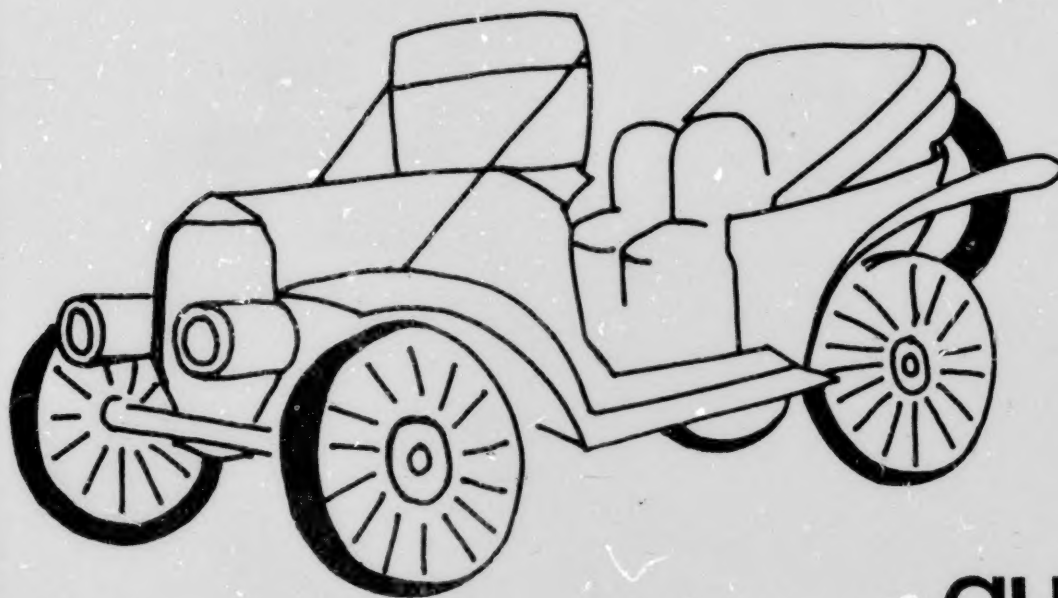
1. The cow sleeps in the barn.
2. There is a set of swings in the park.
3. In summer I eat corn on the cob.
4. The birthday present is for me.
5. The hunter er shot the deer from 50 yards away.
6. In spring boys play marbles.
7. A happy cat says "Purr."
8. We turn on lights when it gets dark.
9. A fire burns.
10. To make butter in olden days, people used a churn.
11. An angry dog will bark.
12. Be careful when you use a sharp knife.
13. My mother made a cake because it's my birthday.
14. In the summer I grow vegetables in my garden.
15. The cowboy is taking the herd of cattle to the pasture.



salt



saw



auto

ONE HUNDRED ELEVENTH STREET SCHOOL
LOS ANGELES UNIFIED SCHOOL DISTRICT

FORMAT FOR MONITORING PERFORMANCE OBJECTIVES

Grade Level 6th - C

Teacher McNeal

PERFORMANCE OBJECTIVE NUMBER (1)	SKILL AND/OR CONCEPT (2)	MAJOR ACTIVITY AND PROCESS (3)	METHOD OF MEASUREMENT (4)	PROFICIENCY LEVEL ** (5)	EXPECTED COMPLETION DATE (6)	ACTUAL COMPLETION DATE (7)	PERFORMANCE OBJECTIVE ** ATTAINED	
							YES	NO
	word a + d a + w	worksheets teacher word imperial tape city diagrams 7 & 8 lessons the suggestion	S.H.E. teacher- judgment	80%	11/7	11/8	9	6

***Number of subjects

**Proficiency Level

Degree to which

Performance Objectives

were completed as expected

completion date

*Major Activities

...organization

...context

method

facilities

111TH STREET SCHOOL
LANGUAGE INSTRUCTION SEQUENCE
SAMPLE

In this particular sequence, the text Language for Daily Use was used extensively, but the primary technique employed was the use of Performance Contracts. Several different contracts have been reproduced here. Note that in most cases, the students have real choices among activities that will lead to the acquisition of the same skill.

The pre/post tests are different in this case. Both of these tests were developed by school personnel.

This center was set up in Time Block 3, which is the Home Room period in which Language, Spelling, Handwriting, Science, Social Studies, Health and Study Skills are also taught.

Teacher McNealTime Block 3 (1:10-2:30)LanguageOct. 23

Resource Materials

Worksheet for Center Planning

Objective: to write sentences correctly. to capitalize places & things
to capitalize pts, names, initials correctly
to write correctly

writing names	write sentences	Cap Places & Things	Verb-usage
Texts: <u>Lang Daily Use</u> p 13, 13, 99 #1-4 p 134, p 155, p 162 #2 p 280, p 281 #2, 3, 4 ABB. - 67, 155, 211 277, 281, 314 Rules - p 276, 277	<u>L.D.U.</u> p 24, 280, 158, 233 p 298 - definition p 299 p 273 #1 p 107 p 280 lessons p 95 conjunctions Princ Rules p 278-F	<u>L.D.U.</u> p 54, 67, 69	<u>L.D.U.</u> p 103, 14, 138, 129 135, 245, 261, 262 305 was were saw seen - 21, 306 went, gone (come, came) p 306 (run, run)
Supplementary Texts:			<u>L.D.U. - 4</u> 10, 11, 31, 66, 75, 215, 233, 276 39, 200, 277, 139, 278
Tapes, Filmstrips, Recordings	<u>overhead lessons -</u> <u>S.R.D.</u> <u>Growing with Composition</u>		
Games	Sentence Builders		
	<u>spice</u> <u>Indian story books - p 80</u> <u>1st storybooks - 81</u> <u>p 35 completion</u> <u>Inventions in</u> <u>Yours telegram</u> 107	Materials mentioned on Contracts	

L.D.U. = Language for Daily Use

DIAGNOSTIC TEST I

I. Draw a line under each word, abbreviation, or initial that should begin with a capital letter. (Score: 20)

1. mr. and mrs. hill drove to arizona this autumn.
2. dr. o. b. adams went to the mountains with the.
3. miss evans visited swope park just before halloween.
4. last august we visited a zoo in chicago, illinois.
5. on tuesday morning we saw a panda named chan.

II. Place periods, question marks, and exclamation points where they are needed in the following sentences. (Score: 15)

6. Mr J L Norris said that pandas came from China
7. Has Judge F O Watts ever seen a panda
8. Oh, how interested Mrs R L Nash was
9. Dr James West had seen several pandas
10. Mr Norris added that pandas are not found often

III. Write the word Yes in front of each group of words that is a sentence, and write the word No before each group that is not a sentence. (Score: 5)

- _____ 11. The giant panda is not a bear
- _____ 12. White fur with black spots
- _____ 13. What do pandas eat
- _____ 14. Its home in China or Tibet
- _____ 15. In its native land a panda eats bamboo

IV. Draw a line under the correct word in parentheses. (Score: 10)

16. Ann and I had (went, gone) to the zoo.
17. Many people had (came, come) to see the panda.
18. (Was, Were) you there at feeding time?
19. Ann and I (saw, seen) the panda eating.
20. At the zoo pandas (is, are) fed many different foods.

21. Corn-meal mush (is, are) a food they like.
22. Ann and I had never (saw, seen) a panda before.
23. How he (ran, run) about when he saw us!
24. We didn't know that pandas (was, were) so playful.
25. Have you (gone, went) to see this black and white clown?

Instructional Package _____

Concept _____

Sub-Concept _____

Date _____

PERFORMANCE CONTRACT

I, the learner agree to do the activities checked below in order to prove that I have achieved 90% proficiency in _____ sentence writing _____

I believe that I will be able to complete the items I checked below by _____ Date _____

OBJECTIVE:

I will be able to tell whether a group of words are or are not a sentence by writing yes or no.

I will be able to write a complete sentence correctly.

LEARNING CHOICES

_____ Language for Daily Use #1

- _____ 1. Read about 3 kinds of sentences p.2
- _____ 2. Read about writing a sentence p.3 and do the practice.
- _____ 3. Do the following pages. Write the complete sentence.
p. 7, 23, 26, 29, 269, 270.

_____ Post Test p. 28 Score 91 and 11 % Date _____

If my post Test should score less than 90% I agree to continue with this skill doing additional LEARNING CHOICES until I have achieved 90% proficiency on a Post Test.

I think that my next contract should involve _____

_____ Teacher

_____ Student

Instructional Package _____

Concept _____

Sub-Concept _____

Date _____

PERFORMANCE CONTRACT

I, the learner agree to do the activities checked below in
order to prove that I have achieved 90% proficiency in _____
sentence writing _____

I believe that I will be able to complete the items I checked below by _____
Date _____

OBJECTIVE:

I will be able to write a complete sentence when given a group
of words on small cards

Materials: Sentence Builder

Choice #1: Follow these steps: LEARNING CHOICES

- _____ 1. Take a handful of words from the box
- _____ 2. Arrange them so that you have a complete thought
- _____ 3. Write your sentence on paper
- _____ 4. Underline the subject once. Underline the verb twice
- _____ 5. Share your sentences with a friend. Correct them.

_____ Choice #2: Repeat steps 1-5 with a new handful of words.

_____ Post Test Score _____ % Date _____

If my post Test should score less than 90% I agree to continue with this skill
doing additional LEARNING CHOICES until I have achieved 90% proficiency on a
Post Test.

I think that my next contract should involve _____

McNeal
Teacher

Student

Instructional Package _____

Concept _____

Sub-Concept _____

Date _____

PERFORMANCE CONTRACT

I, _____ the student _____ agree to do the activities checked below in order to prove that I have achieved 90% proficiency in _____ language-capitalization _____

I believe that I will be able to complete the items I checked below by _____ Date _____

OBJECTIVES:

I will be able to write a letter, story, paragraph or sentence correctly by capitalizing when necessary.

A. I will write the names of persons and pets correctly.

LEARNING CHOICES

_____ Language for Daily Use 4

_____ p.21 p.22 p.28-IV. p.30-IV. p.72
_____ p.81 p.87 p.90 p.98 p.219-#2
_____ 232-#2,3 and 4, p.262, p.263

_____ Posttest p.288. This must be given orally.

_____ Post Test Score _____ % Date _____

If my post Test should score less than 90% I agree to continue with this skill doing additional LEARNING CHOICES until I have achieved 90% proficiency on a Post Test.

I expect that my next contract should involve _____

McNeal

Teacher

Student

Instructional Package _____

Concept _____

Sub-Concept _____

Date _____

PERFORMANCE CONTRACT

I, _____ the student _____ agree to do the activities checked below in order to prove that I have achieved 90% proficiency in _____ language-capitalization _____

I believe that I will be able to complete _____ items I checked below by _____ Date _____

OBJECTIVE:

I will be able to write a letter, story, paragraph or sentence correctly by capitalizing whenever necessary.

B. I will write the names of particular places correctly.

LEARNING CHOICES

_____ 1. Read pp262-263 in Language for Daily Use-4

_____ 2. Language for Daily Use 4 p.96
p.105
p.232 - 1-4
p.264 - 2-7

_____ 3. Language for Daily Use 6 p.34
p.69 - B
p.67

_____ Post Test _____ Score _____ % _____ Date _____

If my post Test should score less than 90% I agree to continue with this skill doing additional LEARNING CHOICES until I have achieved 90% proficiency on a Post Test.

I think that my next contract should involve _____

_____ McNeal
Teacher

_____ Student

Instructional Package _____

Concept _____

Sub-Concept _____

Date _____

PERFORMANCE CONTRACT

I, _____ the student _____ agree to do the activities checked below in
order to prove that I have achieved 90% proficiency in _____
paragraph writing _____

I believe that I will be able to complete the items I checked below by _____
Date _____

OBJECTIVE:

I will be able to write a group of sentences correctly that
relate to one topic _____

LEARNING CHOICES

_____ Language for Daily Use Book 4

_____ 1. Read the rules on p.11 and p.271

_____ 2. Do p.12

_____ 3. Do p. 272

_____ Post Test p.28 Score _____ % Date _____

If my post Test should score less than 90% I agree to continue with this skill
doing additional LEARNING CHOICES until I have achieved 90% proficiency on a
Post Test.

I think that my next contract should involve _____

McNeal
Teacher

Student

Instructional Package _____

Concept _____

Sub-Concept _____

Date _____

PERFORMANCE CONTRACT

I, _____ the student _____ agree to do the activities checked below in order to prove that I have achieved 90% proficiency in _____ writing limericks _____

I believe that I will be able to complete the items I checked below by _____ Date _____

OBJECTIVE:

I will write a limerick using my own words

Book: Wider Than The Sky

LEARNING CHOICES

- _____ 1. Read p. 73 and 74 in the book named above.
_____ 2. What is a limerick?
_____ 3. Is a limerick rhyming pattern A B A B A ? OR
A A B B A ?
_____ 4. Write a limerick following the correct pattern

_____ Post Test Score _____ % Date _____

If my post Test should score less than 90% I agree to continue with this skill doing additional LEARNING CHOICES until I have achieved 90% proficiency on a Post Test.

I think that my next contract should involve _____

McNeal

Teacher

Student

ACHIEVEMENT TEST 1

I. Draw a line under each word, abbreviation, or initial that should begin with a capital letter. Place punctuation marks where they are needed. (Score: 34)

1. last wednesday was memorial day.
2. dr. and mrs. j. b. mann visited us at mineral park.
3. my dog, buster, chased their cat, smoky.
4. the park is beautiful in may.
5. on friday, june 7, we are going hiking with miss elliott.
6. mr and mrs d m burt spend the summer at the park
7. mr burt takes us fishing every saturday
8. dr g ross invites us to sail with him
9. oh, how the sailboat skims the water.
10. do you know why july is my favorite month

II. Write the word Yes before each group of words below that is a sentence. Write the word No before each group that is not a sentence. (Score: 5)

- _____ 11. Do you swim often
- _____ 12. Yes, swimming every day
- _____ 13. I like to dive from the dock, too
- _____ 14. There are so many things to do
- _____ 15. Hardly enough time

III. Draw a line under the correct word in parentheses. (Score: 11)

16. We have (went, gone) to Mineral Park for our vacation.
17. Our cabin (is, are) near the lake.
18. We have (came, come) here every summer.
19. One morning I (saw, seen) a deer by the cabin.
20. He (ran, run) when he (saw, seen) me open the door.
21. The trees (was, were) glistening with dew.
22. The sun (came, come) through the leafy branches.
23. I had (ran, run) far along the beach.
24. Finally I (went, gone) back to the cabin.
25. We (was, were) ready to have breakfast, and I was hungry!

111TH STREET SCHOOL
STUDY SKILLS INSTRUCTION SEQUENCE
SAMPLE

Study skills is one of the Home Room subjects, thus all children are rotated through this center. Performance Contracts are used again here, although the use of contracts is not by any means the prime instructional strategy at the school. The program is truly eclectic in that regard, with all teachers given a great deal of freedom in selecting materials and techniques they feel will be successful in meeting the given behavioral objectives.

Teacher McNeal

Time Block 3 (1:10-2:30)

Study Skills

Oct. 23

Resource Materials

Worksheet for Center Planning

Objective: To be able to locate symbols when given rows and columns.

Texts:

Voices of Latin Cultures and Ancient Civilization

Supplementary Texts:

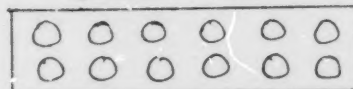
1. See skill box material
2. magazines
3. S.S.C. worksheets

Tapes, Filmstrips, Recordings

Games

egg carton toss

columns



rows

Others

- Centers- Language, Spelling, Study Skills
1. Study Skills follow-up center
 2. Capitalization- names
 3. Writing sentences
 4. Capitalization- places & things
 5. Verb usage- saw, seen, went, gone, is, are, was, were, come, came, ran, run.
 6. Spelling
 7. Study Skills or handwriting.

Instructional Package _____

Concept _____

Sub-Concept _____

Date _____

PERFORMANCE CONTRACT

I, the learner _____ agree to do the activities checked below in
order to prove that I have achieved 90% proficiency in _____
columns and rows (Study Skills) _____

I believe that I will be able to complete the items I checked below by _____
Date _____

OBJECTIVE:

I will be able to locate an item when given instructions
defined by a column or row.

I will locate an item and explain its location by use of
columns and rows.

LEARNING CHOICES

- _____ 1. Look in a magazine and find two pictures that exemplify column and rows
- _____ 2. Come to a teacher directed lesson on what a grid is.
- _____ 3. Do follow-up exercises in locating items on a grid.
(Instructional Materials attached)
- _____ 4. Take a posttest. (See the teacher for instruction)

_____ Post Test _____ Score _____ % _____ Date _____

If my post Test should score less than 90% I agree to continue with this skill
doing additional LEARNING CHOICES until I have achieved 90% proficiency on a
Post Test.

I think that my next contract should involve _____

_____ teacher _____

_____ student _____

SKILL DEVELOPMENT ACTIVITIES

For each of the activities described below, mimeographed copies of worksheets and pencils or crayons are needed for each child.

Worksheet 1

Procedure: The teacher explains that the six large squares on the worksheet are called grids and that the small squares within the grids each form part of a row and part of a column. He then gives the following instructions for coloring the grids:

- On grid 1, color the boxes in the ship row red.
- On grid 2, color the boxes in the cow column green.
- On grid 3, color the boxes in the shoe row blue.
- On grid 4, color the boxes in the scissors column orange.
- On grid 5, color the boxes in the chair row brown.
- On grid 6, color the boxes in the foot column black.

Worksheet 2 (requires small classroom objects, e.g. paper clips, chalk, eraser tack, etc.)

Procedure: The teacher points out that the rows are labeled with articles of clothing and the columns with types of animals and asks the children to place each item on a specific square—for example, on the shoe-dog square. The teacher or a child describes the location of an object and asks the students to identify the object.

Worksheet 3

Procedure: Directions are given orally by the teacher:

- Put A in the dresser row and the boat column.
- Put X in the lamp row and the bus column.
- Put B in the chair row and the boat column.
- Put E in the lamp row and the train column.
- Put O in the stool row and the plane column.
- Put M in the desk row and the bus column.
- Put T in the bed row and the bike column.
- Put F in the bed row and the car column.
- Put R in the couch row and the train column.
- Put C in the table row and the bike column.

Worksheet 4

Procedure: Groups of two to four children are formed. One player marks three boxes on his grid with an X showing where he has hidden three bags of gold. The grid is kept out of view of the other players. Another player starts the game by giving the two coordinates of a box in which he thinks he will find one of his opponent's bags of gold. He keeps a record of his yes and no guesses on his own grid by filling in the boxes. The players take turns guessing until one of them locates all three bags of gold and becomes the winner.

Instructional Package _____

Concept _____

Sub-Concept _____

Date _____

PERFORMANCE CONTRACT

I, _____ the learner _____ agree to do the activities checked below in order to prove that I have achieved 90% proficiency in _____ study skills - columns and rows _____

I believe that I will be able to complete the items I checked below by _____ Date _____

OBJECTIVE:

I will be able to make a grid using information located in Voices of Latin Cultures and Ancient Civilizations about crops grown in Africa.

Materials: Voices of Latin Cultures and Ancient Civilizations

One large piece of unlined paper

Pictures of crops

LEARNING CHOICES

- _____ 1. Read Section Four, "Africa" Unit 2 pp., 367-369
- _____ 2. Look in an encyclopedia under the correct title, and find examples of the crops mentioned in Unit 2.
- _____ 3. Draw pictures of those crops in a grid.
- _____
- _____

_____ Post Test Score _____ % Date _____

If my post Test should score less than 90% I agree to continue with this skill doing additional LEARNING CHOICES until I have achieved 90% proficiency on a Post Test.

I think that my next contract should involve _____

Teacher

Student

111TH STREET SCHOOL
PSYCHOMOTOR INSTRUCTION PROGRAM

Note: The following is an excerpt from a school document which completely describes the design and details the curriculum. The format for the program is contained in this excerpt; additional information may be obtained from the school.

It is the purpose of this publication to present a systematic psychomotor instructional program. This material is written primarily for teachers of early childhood education and for other professional workers concerned with the learning problems of atypical children. In addition, it is hoped that this material will be helpful to parents of children in early childhood education.

The design for this program is based on a philosophy that schools have a definite obligation and responsibility to provide experiences based on the interests and needs of the learner that will enable him to develop his fullest potential capacity. Children should be prepared for present and future living, and equipped with the necessary skills and abilities necessary for becoming contributors to the main stream of society.

In order to accomplish this task, we must acquaint ourselves with the ever-changing social influences which greatly affect our culture and its subcultures, and then devise purposeful objectives to help the children fulfill the demands of our society.

Therefore, our educational purposes are based on the need for developing a "total" individual. A third of the total development is in the Psychomotor Domain. To attain this purpose we will:

1. Guide each student into those learning and living experiences that will enable him to behave as a responsible, considerate, contributing citizen at every stage of his development, either with respect to the body politic or to his own particular tasks.
2. Help every pupil to acquire an acceptance and an understanding of his body, and knowledge of his body's position in space.
3. Provide each pupil with the opportunity to develop skills in fundamental movement.

FORMAT

The content of PSYCHOMOTOR PROGRAM has been arranged in five levels:

- Level I - Perception -
Child has an awareness of sense organs.
- Level II - Set -
Child develops readiness for action. Child set to receive instructions.
- Level III - Guided Response -
Tutored behavior, child responds to instruction
- Level IV - Mechanism -
Habit
- Level V - Complex Overt Responses -
Child participates in a series of coordinated motor skills.

The levels contain the goal developmental stages, skills, objectives, and activities which appear to belong to that area and are written with the philosophy that they are relatively complete unto themselves. However, each level contains horizontal skills that are related to other curriculum areas. In addition many skills and activities are taught at several or all levels. Also many activities will be taught simultaneously.

A teacher summary statement is found in each section. This will give the reader important information about that area of the curriculum.

The goals are written as a broad intent. The terminal objectives are written to provide a time sequence. The behavioral objectives are specific, arranged in sequence, and written to reflect the critical factors required for the achievement of the goals.

The skills are keyed to the developmental tasks. The objectives are keyed to the skills. The learning activities are keyed to objectives.

Pre-assessment, post assessment and re-cycling are part of each level.

This hierarchical "tie-in" emphasizes the systematic structure of the Management Program.

This program is presented in five levels. Each part represents a level of psychomotor domain.

Level I	-	1.00 Perception
Level II	-	2.00 Set
Level III	-	3.00 Guided Response
Level IV	-	4.00 Mechanism
Level V	-	5.00 Complex Overt Responses

The hierarchal developmental stages of learning related to the taxonomy for objective in the psychomotor domain consist of six stages:

1. Gross Motor
2. Motor-perceptual
3. Perceptual Motor
4. Perceptual
5. Perceptual-conceptual
6. Conceptual

This continuum of developmental tasks related directly with the hierarchal developmental stages of learning. The continuum is designed to meet the psychomotor needs of pupils ranging from ages 4 - 8 years. There are ten tasks:

1. Body Awareness and position in space
2. Basic-fundamental movement
3. Movement using objects and equipment
4. Attention
5. Visual Discrimination

visual acuity
visual tracking
visual memory
figure - ground differentiation
perceptual consistency

6. Auditory Discrimination
 - auditory acuity
 - auditory tracking
 - auditory memory
7. Tactile Discrimination
8. Coordinated Abilities
 - eye-hand coordination
 - eye-foot coordination
9. Language
10. Conceptual

The identification of skills was completed after an assessment of pupil psychomotor needs by teachers in grades pre-kindergarten through third. A hierarchy of these skills are built within the continuum of the developmental tasks. For example, on the Basic-Fundamental Movement step of the continuum the skills are:

<u>Non-Locomotor</u>		<u>Locomotor</u>	
Bend	Raise	Creep	Jump
Stretch	Fall	Crawl	Gallop
Push	Swing	Nod	Slide
Lift	Whirl	Walk	Hop
Pull	Sway	Run	Leap
Lower	Twist	Skip	Start
		Dodge	Stop

The material in this publication has been tested with pupils of varying degrees of maturity and developmental levels, and different types of abilities. Teachers are encouraged to modify the activities whenever and wherever needed. The following teaching suggestions may prove helpful to teachers in planning the implementation of this program.

Pupils learn best when:

- the teacher is positive and constructive
- the environment is favorable
- the space is large enough
- the activity is suited to their needs

TAXONOMY CLASSIFICATION LEVEL ONE

Perception - an awareness of sense organs.

DEVELOPMENTAL STAGE: Gross Motor and Movement

Gross motor and movement are those inherent patterns that contribute to information patterning in which increasing motor skill develops usable motor patterns that make all future education possible. Locomotor movements include those behaviors that change the stationary learner into an ambulatory learner.

DEVELOPMENTAL TASKS:

- 1.00 Perception
- 1.10 Body Awareness and Position in Space
- 1.20 Basic-Fundamental Movement
- 1.30 Movement using objects and equipment

BODY AWARENESS AND POSITION IN SPACE

GOAL:

Each child will acquire an understanding and an acceptance of his body, and knowledge and appreciation of his body's position in space.

SKILLS

- Body Awareness
- Body Parts and Surfaces (self)
- Left and Right Sides
- Body Parts and Surfaces (other people)
- Body Position
- Position of Stationary and Moving Objects

PUPIL ASSESSMENT:

Pupil assessment is necessary before and after learning activities are implemented by the teacher.

A short explanation of the assessment technique and student success level might be helpful. The suggested check sheets in this program will be detailed enough to cover every objective listed. Pupils performing all the tasks listed will meet the requirements of specified Behavioral Objectives. Pupils performing half will meet half of the requirements as specified objectives, etc.

In order for pupils to move smoothly through the hierarchy of skills it is suggested that pupils meet all requirements for each skill before proceeding upward. However, teacher observation, individual pupil difference, and other factors such as physical defects will determine each child's proficiency success level.

The letter P - proficient and N.P. - non proficient will be used instead of the traditional S - satisfactory and N - needs to improve. All pupils within the "normal" range should be expected to become proficient at all five levels if the program is carefully systematically implemented by teachers.

LEARNING ACTIVITIES:

All pupils should be given in on in all Behavioral tasks missed on the pre-test.

To help the child understand his body and his body relation to his environment, games may be used to teach skill lessons in addition to reinforcing learned skills.

A. BODY AWARENESS

Encourage each child to observe his own hands and feet.

Permit group to play "peek-a-boo" by looking into mirror and around objects.

Teach child to imitate gross facial expressions.

111th Street School

Psychomotor Program

Sample Behavioral Tasks

BODY AWARENESS

G R P #	A. BODY AWARENESS	PRE				POST	
		P	NP	P		RECYCLE	
1	Touch and name arms, legs, feet, head, face, eyes, nose, ears, mouth						
2	Touch parts and surfaces of head and hands						
	upper arms, lower arms						
	elbows, wrists, hands						
	8 fingers, 2 thumbs						
	fingernails, tips of fingers						
	palm and back of hand						
3	heel of hand, heel of thumb						
	Touch parts and surfaces of the legs and feet: upper legs, thighs, lower legs						
	calves, shins, ankles						
	feet, heels, insteps, soles						
	arches, toes, toenails						
	top, bottom, front, back, side, inside, outside, tips of toes						
4	"Touch your left (right) arm (leg, ear, etc.)"						
	B. POSITION IN SPACE						
1	2 forward rolls, 2 backward rolls						
2	Make turns of whole body - one quarter turn, one-half turn, full turn						
	bend and touch toes with both hands						
	cross right (left) over the other leg						
	swing both arms in front - left to right, right to left						

B. Position in Space (cont'd.)		PRE		POST	
		P	NP	P	RECYCLE
Group Three	Identify parts of body of a picture of another person				
	Draw a picture and identify parts of body (optional)				
Group Four	Move across balance beam in various directions (forward, backward), with various speeds (fast, slow) in various levels (high, low). Identify where various parts of the body (arm, legs, waist) are located in relation to his other parts, as well as to the ground and other objects around him				
Group Five	Perform the ariel skills: Bend forward (backward)				
	Stretch up on toes				
	Pull a wagon across the room				
	Lift the box off the table				
	Whirl around three times				
	Push someone in the wagon				
	Fall forward on the mat				

C. BEHAVIORAL TASKS MISSED

A

Group 1 _____
Group 2 _____
Group 3 _____
Group 4 _____
Group 5 _____

B

Group 1 _____
Group 2 _____
Group 3 _____
Group 4 _____
Group 5 _____

D. COMMENTS _____

Fifteenth Street School
Psychomotor
Student Skill Achievement Tracking System
Level One
Section I - Body Awareness and Position in Space

SKILLS _____ Date From: _____
 _____ Date To: _____

Date To:

[illegible]

Body Awareness
Body Parts and
Surfaces (Self)
Left and Right Sides
Body Parts and
Surfaces (Others)
Body Position
Position of Stationary
and moving objects

Teach child to respond to the human smile, greet people, and wave "good-bye."

Encourage each child indicate body parts by telling about, pointing to, touching.

-Group games such as Simon Says and Robot.

-Instruct each child to "touch your left (right) leg, arm, ear, etc."

-(Pre-school and kindergarten) While children are on rest mats, have them show right hand, left foot, touch right ear, touch left eye, etc.

-Instruct pupils to:

-Touch the front of his body. (side, back, top, and bottom).

-Place the back of his hand to the top of your head.

-Tell the name of the surface he is touching. "I am touching the bottom (sole) of my foot to the front of my leg."

-Complete sentences which tell about the usage of the various parts.
"I see with my _____." "I walk with my _____."

B. POSITION IN SPACE

-To help the child with right and left, the games Simon Says and Robot Game may again be used, reinforced daily with:

-Stand to the right (left) of your chair.

-Stand behind your chair. Use words: around, go in, go out, in back of, under, over, in front of, through, away, toward, etc.

-Boys may go out of right door. Girls may go out left door.

-Girls put straw on right side of milk carton. Boys put straw on left side of milk carton.

-Use colored objects, or different toys, have children tell you if the "black" color is on the right or left side of "red" color.

-Instruct a child to place a toy truck on the left side of the table.

-Some children may be able to follow two directions simultaneously, "Place the book on the top right corner." Later increase this to three or four directions. "Take this book to the round green table and put it on the top left side." etc.

-Encourage the children to use various body positions: sitting, standing, lying on front and back while crossing the center of his body with

his body parts.

- Use words such as twist, turn, swing, away, shake, beat, push, pull, reach, shrug, slap, tap, stamp.

- Provide instruction in stunts and tumbling activities such as "Log Roll," "Egg Roll," "Angels in the snow," "Egg sit," "Forward roll," "Backward roll," "Human Ball," and "Tangle."

- Imaginative Games--The following games offer variation in total body movements.

- Play pulling: Have a child who is the "horse", pull forward another child, who is the "cart". The child who is the "cart" grasps the "horse" around the waist and leans backward to hold the "horse" back somewhat.

- Pushing and pulling: Have children pretend they are pushing and pulling heavy loads forward, backwards, and sideways.

- Balancing--show the children how to do the following exercises:

- Stand for ten seconds on tiptoe on both feet. Then stand for ten seconds on tiptoe on one foot at a time. This can be varied by having the children do it with their eyes closed.

- Stand on one foot and swing the other leg forward and backward and then try from side to side. Again, vary the exercise by having the children do it with eyes closed.

- Walk forward, walk backward, and cross step side-ways on a balance board.

- Stand on one foot. Raise the other leg to the front, to the side, and to the rear.

- Provide various types of objects, such as boxes, tables, etc. Instruct the child to place sides and parts of his body near and on objects. Ask questions and let the child tell which side or part is near the objects.

- Reinforce the concepts that when the pupil moves, or when the body moves, or when the body position is changed, the sides and parts remain the same--only the directions change.

- Tasks involving stretching, pulling, lifting and twisting, should be preceded by warm-up activities.

- Games are excellent for reinforcing the skills. Some suggested games are:

- over relay

- under relay

- directional passing

- beat the bunny

- elephant swing--cross pattern group

- tag-the-live race

- thread the needle

- tiptoe

111TH STREET SCHOOL
AFFECTIVE DOMAIN PROGRAM
SAMPLE BEHAVIORAL OBJECTIVES

1. Given a set of paintings, the pupil will look at the various types and kinds of visual expressions and develop some consciousness of color, form, arrangement, and design.
2. Demonstrate tolerance of others by dramatizing situations in which there are people who have ideas that are different from your own.
3. Demonstrate the ability to (1) take turns in speaking, (2) listen to others when they speak, and (3) stay on the subject while taking part in a group discussion or talking on telephone.
4. Indicate recognition of a variety of rhythms by clapping your hands, skipping, hopping to the beat of the rhythm.
5. After listening to a story, identify the events that happened in the beginning, middle, and end of the story.
6. Recognize the main idea in an oral passage that you have just heard; recognize the mood of an oral passage.
7. Given a homework assignment of an incomplete outline of a picture or letter, complete the outline, using a finger, crayon or letter.
8. Demonstrate the playground rule of taking turns in a baseball game.
9. Explore pictures on your own in and out of school activities by looking for books on art in the libraries, . . . visiting the art museum to see original works of art.

10. Develop an original project that expresses your feeling about a specific category in literature.
11. Develop enjoyment in full body movement of an original dance.
12. After defining a problem involving education or group relations in your school, develop a plan for solving the problem.
13. Using mass media as resources, suggest reasons for two or more viewpoints on a controversial social issue.
14. Describe three advantages of listening to different, conflicting points of view.
15. Develop a plan to overcome or reduce the prejudices of a group of people.
16. Explain why developed grassland communities and urban communities are dependent upon each other.
17. Identify line, form, space, color and texture in a given group of pictures.
18. Demonstrate art activities involving the elements of design.
19. Given a list or set of pictures, arrange items in the order you would obtain them, based on their necessity in life.
20. Identify an example of work that fulfills social needs of a community.

AFFECTIVE DOMAIN
ACTIVITY DEVELOPMENT WORKSHOP

Topic or Unit: Language Arts Target Learner: Early Childhood Block of Time: 10-19-73 to 11-30-73

School: 111th Street Teacher: _____ Affective Variable: Value

Objectives	Criterion Measures	Learner Activities	Related Content	Media and Material
1. The learner will: Differentiate between things that are important and things that are not important when making friends.	1. a. Rating Scale b. Checklist c. Epic Affective Behavior Checklist d. Anecdotal Records e. Pupil Profile	1. a. Discussion b. Role play c. Simulations d.	1. a. Social Studies b. Books c. Physical Education d. Mathematics e. Science	1. a. Films, filmstrips, and tapes b. Records c. Reading Materials d. Pictures and transparencies
2. The learner will: Practice acting and thinking the way he would like his peers to do.	2. a. b. c. d.	2. a. Recreational Games b. Educational Games c. Composition d. Small group conferences	2. a. Art b. Music c. Literature d. Recreational Reading Library	2. a. Art Materials b. Records c. Reading Material d. Variety of Educational Game
3. The learner will: Help others as well as being helped.	3. a. b. c. d.	3. a. b. c. d.	3. a. b. c. d.	3. a. b. c. d.

4. Demonstrate ability to make judgements regarding personal decisions based on available data.	4. a. b. c. d.	4. a. b. c. d.	4. a. b. c. d.	4. a. b. c. d.
5. The learner will: Use problem-solving skills in situations involving personal problems.	5. a. b. c. d.	5. a. b. c. d.	5. a. b. c. d.	5. a. b. c. d.
6. The learner will: Make choices on basis of needs, resources, and desires.	6. a. b. c. d.	6. a. b. c. d.	6. a. b. c. d.	6. a. b. c. d.

Topic or Unit: Language Arts Target Learner: Early Childhood Block of Time: 12-7-73 to 1-31-74
 School: 111th Street Teacher: _____ Affective Variable: Responding

Objectives	7. Criterion Measure	7. Learner Activities	7. Related Content	7. Media & Materials
7. The Learner will: Respond with tolerance for others by displaying good manners toward peer group.	7. Criterion Measure a. Checklists b. Rating Scale c. Anecdotal Records d. Progress reports	7. Learner Activities a. Recreational Games b. Simulations c. Dramatic Play d. Group Work	7. Related Content a. Readers b. Social Studies c. Oral and Written Language d. Mathematics and Science e. Health	7. Media & Materials a. Reading Materials b. Crafts c. Records and tapes d. T.V. Programs e. Films & Filmstrips
8. The Learner will: Demonstrate an interest in music, art, literature by his response in taking an active role in arranged activities.	8. a. b. c. d.	8. a. b. c. d.	8. a. b. c. d.	8. a. b. c. d.
9. The Learner will: Respond with a positive attitude toward school activities as demonstrated by his eagerness to respond to learning activities.	9. a. Checklists b. Metfessal self-concept test c. Rating Scale d. Questionnaire	9. a. Reading b. Reporting c. Sharing d. Discussions	9. a. Readers b. Mathematics c. Programmed Learning Materials d. Practice Work	9. a. Films & Filmstrips b. Records c. Kits d. Educational Games e. T.V. Program

10. The learner will: Participate in interviews, singing, pictures, speech writing, storytelling, small group activities, and conversations.	10. a. Teacher log b. c. d.	10. a. Painting and drawing b. Construction c. Write poems, verse & stories d. Tell stories e. Illustrate f. Choral speaking g. Chorus h. Conduct interviews	10. a. Art Materials b. Music c. Literature d. Magazines, newspapers, scholastics	10. a. Puppets b. Records c. Pictures d. Musical Instruments
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111TH STREET SCHOOL
AFFECTIVE DOMAIN
CRITERION MEASURE CHECKLIST

DIRECTIONS:

Enter the name and grade of each child at the head of the column. Enter the date of observed behavior changes under the child's name after the criterion measure that includes the behavior observed. Reevaluate after ten weeks of instruction.

OBSERVED BEHAVIOR SELF-RESPECT	Name									
1. Sets goals for self. (Without teacher solicitations).										
2. Seeks help when needed (from teacher, aide, or other student).										
3. Assumes responsibilities at school. (big friend, student council, clean-up committee, etc.)										
4. Does not fulfill his/her accepted responsibilities on time. (picks up little friend, goes to nurse for first aid, etc.)										
5. Corrects his/her own work reliably.										
6. Wastes time										
7. Keeps self well-groomed										

Affective Domain Criterion Measure-Page 2

OBSERVED BEHAVIOR

Name

8. Is not courteous.

9. Is eager to lead the group in discovery of new knowledge.

10. Responds negatively to constructive criticism and suggestions.

11. Students cleans his/her desk and floor area on own initiative.

12. Student's social status is "a face in the crowd."

13. Student responds negatively to conflicts with other students. (Runs to teacher, withdraws, cries, relies on friends to defend him.)

14. Exhibits positive social behavior. (leader or participant.)

SELF-DIRECTION

1. Accomplishes goals set for self

2. Chooses a constructive activity after teacher assigned tasks are completed (flannel board, listening center, etc.)

3. Spends extra time on subjects with which he has difficulty.

Affective Domain Criterion Measure-Page 3

OBSERVED BEHAVIOR	Name
4. Prepares his own daily schedule.	
5. Follows his own daily schedule.	
6. Attempt to change behavior of self and others. (Noise in group, etc.)	
7. Selects and uses resources with good judgement without teacher direction.	
8. Interacts verbally in teacher-led discussions	
9. Returns to tasks within reasonable period of time after entering room or after interruption.	
10. Needs to be reminded of rules and regulations. (breaks rules)	
11. Organizes committees and starts planning on his own initiative.	
12. Does not complete tasks within reasonable length of time.	

111TH STREET SCHOOL

AFFECTIVE DOMAIN OBJECTIVES (HEALTH)

Charles Stewart - In-Service Leader
Dr. Lovelia P. Flournoy - Technical Advisor

SUBJECT	Health	SKILL	LEVEL	Primary Level
TERMINAL OBJECTIVE	INSTRUCTIONAL OBJECTIVE:			
The learner will become aware of the importance of developing friendly, helpful and outgoing attitudes towards both children and adults	1. Discuss the importance of attitudes in forming good relationships			
	2. Practice ways of being friendly to people outside his particular peer group.			
	3. Discover effective ways to make and keep friends.			
	4. Formulate a plan for regulation of one's personal behavior based on ethical principles consistent with democratic ideas.			
	PROCEDURE:			
	As outlined in:			
		Health 1 - 2nd edition, California State Series T 10-12		
		Health 2 - 2nd edition, California State Series T 10-11		
		Health 3 - 2nd edition, California State Series T 10-11		
		Health 4 - 2nd edition, California State Series, T 10-11; T 32-33		
		Health 5 - 2nd edition, California State Series T 14-15; T 32-33		
		Health 6 - 2nd edition, California State Series T 10-11, T 14-15		

SUBJECT	Health	SKILL	LEVEL
TERMINAL OBJECTIVE	INSTRUCTIONAL OBJECTIVE:	PROCEDURE:	
The learner will accept the fact that some accidents are inevitable, but develops an interest in determining how safe behavior can reduce the possibility of personal involvement, injury, or death.	1. Discuss the need for safety precaution while (a) walking to school, (b) riding a bus, (c) riding a bicycle, and (d) playing or working at home and at school. 2. Organizes procedures which help protect personal well-being and that of others. 3. Examines hazards and risks found in home, school, and community activities. 4. Categorizes major hazards on the basis of incidence and consequences. 5. Examines the influence of one's personal desires and of social and group pressures on participation in certain risk-taking activities. 6. Recognizes certain precautions to the reduction of hazards and accidents. 7. Specifies knowledge of emergency medical procedures to problem situations. 8. Differentiates agencies and organizations which help control hazards and prevents accidents.	As outlined in: Health 1-2nd edition California State Series T 13-15 Health 2-2nd edition California State Series T 13-15 Health 3-2nd edition California State Series T 12-14 Health 4-2nd edition California State Series T 12-14 Health 5-2nd edition, California State Series T 12-13 Health 6-2nd edition California State Series T 12-13	

SUBJECT	SKILL	LEVEL
TERMINAL OBJECTIVE: The learner will become conscious of the complex interrelationships among microorganisms, body resistance, mental attitude, and environment in both the occurrence and severity of certain diseases.	INSTRUCTIONAL OBJECTIVE: 1. Discuss ways in which disease germs can be transmitted from person to person. 2. Accepts various methods by which disease can be prevented, controlled or cured. 3. Select ways in which a person can protect himself and others from disease. 4. Accepts consequences of being ill. 5. Relates the effects of diseases to temporary, long term, or permanent disability. 6. Compares with the notion that disease prevention and control are the result of interaction of environmental changes and scientific research. 7. Acquaints himself with information about disease prevention and control.	PROCEDURE: As outlined in: Health 2-2nd edition California State Series T 16-18 Health 3-2nd edition, California State Series T 29-31 Health 4-2nd edition California State Series T 30-31 Health 6-2nd edition, California State Series T 22-27

SUBJECT	Health	SKILL	LEVEL
TERMINAL OBJECTIVE:	The learner will derive personal satisfaction from practicing grooming techniques that are conducive to an attractive appearance.	INSTRUCTIONAL OBJECTIVE:	PROCEDURE:
		1. Discuss why desirable health practices are valuable in maintaining well-being.	As outlined in:
		2. Compare various group "fad" behaviors with sound healthful practices.	Health 1-2nd edition, California State Series T 16 - 18
		3. Formulate a plan for maintaining sound personal health care in the face of countering forces.	Health 2-2nd edition, California State Series T 19 - 21
		4. Demonstrate desirable habits of cleanliness and personal grooming.	Health 3-2nd edition, California State Series T 27 - 28
			Health 4-2nd edition, California State Series T 28 - 29

SUBJECT Health

SEMI

LEVEL

TERMINAL OBJECTIVE:	INSTRUCTIONAL OBJECTIVE:	PROCEDURE:
The learner will become aware of the variety of influences that affect the choice of foods and eating habits.	1. Recognizes different foods that are important to growth. 2. Relates different eating patterns to family customs and backgrounds. 3. Receptive of the knowledge of different food groups in making choices for daily meals. 4. Relates overeating, under-activity, or a combination of these factors to the problem of weight control. 5. Adaptable to the notion that disease may result from an unbalanced diet and from lack of certain foods. 6. Preference between food fads and fallacies and diets based on scientific principles of nutrition. 7. Debate that nutritional status is affected by such factors as age, sex, activity, and disease. 8. Observe that all nutrients are available through foods and that no one food has all of the essential nutrients.	As outlined in: Health 1-2nd edition, California State Series T 19-21 Health 2-2nd edition, California State Series T 22-24 Health 3-2nd edition California State Series T 24-26 Health 4-2nd edition, California State Series T 24-27 Health 5-2nd edition, California State Series T 22-23 Health 6-2nd edition, California State Series T 16-21

SUBJECT	Health.	SKILL	LEVEL
TERMINAL OBJECTIVE:		INSTRUCTIONAL OBJECTIVE:	PROCEDURE:
The learner will accept the differences in rates and in status of growth and development, evident between himself and others.		1. Takes pleasure in discussing examples showing how people of the same age differ and yet are similar in their growth and development. 2. Assumes responsibility for demonstrating how growth and development occurs unevenly for body parts, systems, and functions. 3. Assumes an active role in discovering ways children are alike and ways they differ in growth and development. 4. Actively participates in discussion of ways of enhancing physical, mental and social growth. 5. Deliberately examines a variety of viewpoints concerning the general growth pattern of males with that of females. 6. Increased acceptance that wide differences in the growth and development of young people of the same age are to be expected. 7. Assumes responsibility for evaluating individual growth and development status with growth charts and other criteria.	As outlined in: Health 1-2nd edition, California State Series T 22-24. Health 2-2nd edition, California State Series T 25-27 Health 3-2nd edition, California State Series T 18-20. Health 4-2nd edition, California State Series T 20-21 Health 5-2nd edition, California State Series T 10-11

SUBJECT	Health	SKILL	LEVEL
TERMINAL OBJECTIVE:		INSTRUCTIONAL OBJECTIVE:	PROCEDURE:
The learner will become sensitive to the differences in families and to the roles and responsibilities that family members demonstrate in interaction with each other.		1. Attempts to identify the role and responsibility of individuals within the family. 2. Forms judgments as to the relationships within a family that influence the degree of health and happiness of all members. 3. Finds out social, economic, cultural and ethnic influences upon family life. 4. Uses reading to devise the significance of the family cycle in the evolution of values, standards, and attitudes. 5. Develops a rationale that the uniqueness of family members results from the interaction of heredity and environment. 6. Expresses ideas about how the health status of any family member may affect living patterns of the family group. 7. Recognizes cause and effect relationships contributing to the disruption of harmonious family life problems.	As outlined in: Health 1-2nd edition, California State Series T 25-26 Health 2-2nd edition, California State Series T 28-30 Health 3-2nd edition, California State Series T 32-33

SUBJECT	Health	SKILL	LEVEL
TERMINAL OBJECTIVE:		INSTRUCTIONAL OBJECTIVE:	PROCEDURE:
The learner will become aware that body parts and systems, while performing different functions, work together to affect physical, mental, and social growth and development.		1. Recognizes the role played by the brain as an organ of knowing and remembering. 2. Selects the body parts that control seeing, hearing, smelling, tasting, and touching. 3. Observes the structure and functions of organs and systems of the body.	As outlined in: Health 3-2nd edition, California State Series T 15-17 Health 4-2nd edition, California State Series T 14-19; T 22-23 Health 5-2nd edition, California State Series T 16-21; T 24-31 Health 6-2nd edition, California State Series T 28-29

SUBJECT	Health	SKILL	LEVEL
TERMINAL OBJECTIVE:		INSTRUCTIONAL OBJECTIVE:	PROCEDURE:
The learner will increase in sensitivity to develop a plan for regulating the influences that modify mood and behavior to the limitations inherent in his own aptitudes, abilities, interests, and physical conditions.		1. Identifies substances commonly used by many individuals in society that modify mood and behavior.	
		2. Recognizes the various modifications of mood and behavior that may result when an individual uses certain substances.	
		3. Observes the effects of various mood and behavior modifiers.	
		4. Differentiates among controls certain individuals might try, and possibly become regular users of marijuana, narcotics, or other dangerous drugs.	
		5. Accepts that use, non-use, or abuse of mood and behavior modifiers results from some dynamic of personal needs, social consequences, and the individual's perceptions about effects on purchase, possession, and use of substances that modify mood or behavior.	
		6. Compare potential social and psychological values of smoking with possible detrimental effects.	
		7. Accepts the reasons why smoking becomes habitual and a threat to future health.	
		8. Predicts how loss of inhibitions resulting from use of alcoholic beverages may result in problems.	

11TH STREET SCHOOL
MUSIC PROGRAM

GOALS AND STUDY UNITS

GOALS

Greater knowledge and fuller appreciation of Black music in America.

Thorough knowledge of great black musicians and entertainers through a detailed study of seven prominent musicians (see list below).

Increase proficiency in music sight-singing and accompanimental skills.

Awareness and appreciation of music of other styles, cultures and idioms.

Continue improvement of auditorium decorum and appreciation of student and professional performances.

STUDY UNITS

- I. Instruments
 - A. Names, sounds and positions
 - B. Commonly used in symphony orchestras
 - C. Commonly used in chamber orchestras
 - D. Commonly used in Jazz combos
 - E. Commonly used in Rock-n-roll groups
 - F. Used in the classroom
- II. Sight Reading
 - A. Rhythm
 - B. Melody
 - C. Harmony
 - D. Accompanimental patterns
- III. Negro Spirituals
 - A. African origins
 - B. Slave life songs and meanings
 - C. Modernization of the spiritual
 - D. Gospels
- IV. Classical
 - A. Early composers
 - B. Contemporary composers
 - C. Famous Black singers, composers and performers
- V. Black Musicians: their lives and music
 - A. Biographical studies
 - B. Performance medium
 - C. Place in musical scene
 - D. Seven artists

MUSIC PROGRAM STRUCTURE

Choral Program

Jr. Chorus - 3rd and 4th grade students

Sr. Chorus - 5th and 6th grade students

Instrumental Program

Orchestra - consisting of string and percussion instruments only.

Piano - 20 selected students from 4th through 6th grades.

Dance Program

Modern Dance - 80 girls from 5th and 6th grade classes.

Creative Movement - 70 students from 3rd and 4th grades.

Classical Ballet - to be offered in the spring to students from undetermined grade level.

Classroom Program

Assembly Sings - utilizing instruments, vocalization, audio-visual media. Dates for the following months will be set:

October

December

February

April

MUSIC PROGRAM
CALENDAR OF EVENTS

PROPOSED DATE

December 11 & 12

January 14

March 5

May 22 & 23

Undetermined

PROGRAM

Christmas Program

Includes string orchestra,
Jr. and Sr. Chorus, dance and
drama.

Dr. Martin Luther King Program

Includes drama, Jr. Chorus &
Sr. Chorus and selected
classrooms.

Black American Day

Includes drama vignettes,
chorus and chamber orchestra.

Spring Play

Includes orchestra, drama,
dance, Jr. and Sr. Choruses.

Culmination

Chorus and dance.

111TH STREET SCHOOL
GIFTED PROGRAM DESCRIPTION

Component: BLACK HISTORY - An Overview of the History of Black People

TERMINAL OBJECTIVE: Students will gain a general knowledge of Black History.

PERFORMANCE OBJECTIVE: Students will gather information, trace and relate historical events which depict the history of Black People from their departure from Africa to current events.

IMPLEMENTATION:

Using research areas to gather data.

Using the Atlas and Globe to locate historical settings.

Using audio visual material to summarize the development of Black History.

Using ditto material to present a descriptive study of Black History.

Paperback historical fiction for student enjoyment and historical settings.

Group discussion for sharing information and evaluation of historical data.

Resource person reading poetry in the early dialect as seen in Black History.

EVALUATION:

Post Test at the end of each unit of study. (Ditto material mentioned above.)

Teacher-made check sheet to appraise individual reading of paperback books.

Informal group discussion.

Student report on research accomplished.

CULMINATING ACTIVITY:

Trip to Pepperdine University to see the play Brave Little Tailor.

This activity was a culminating activity for the entire program on Pride In Our Heritage. While this play did not summarize our course content, it brought another dimension to the class. On the basis of the disciplines learned in the course, students could evaluate the play in terms of research, literature and the role which the Black actors played in the dramatization.

Submitted by:

Joyce H. Craft (Program Coordinator)

GIFTED PROGRAM

Theme: PRIDE IN OUR HERITAGE.

Component: BLACK HISTORY - An overview of the History of Black People.

Course outline: ORIGIN OF BLACK PEOPLE.

Geographical overview of West Africa

English and Slave Trade

The Middle Passage

Slavery in the States, West Indies, Latin America

Civil War in the United States

Emancipation

Reconstruction

Segregation

Freedom Movement

Current Problems

Contribution of Black People to History, Culture, etc.

Submitted by:

Joyce H. Craft

TIME SCHEDULE AIDES

	Daily				
	8:30- 9:00	9:00- 10:30	11:00- 12:20	1:20- 2:10	2:10- 3:00
	Room No.				
Donahue	31	31	33	33	31
Stuckey	35	35	37	37	35
Matthews	34	34	32	32	34
Williams	25	25	25	Nurse-	- - - -
Hill	Lib. - - - Annex	- - - - -	- - - - -	- - - - -	- - - - -
Moland	38	38	36	36	38
Boyce	36	36	38		

AIDES: -To Team with Teacher -A.M. Reading
 -P.M. Mathematics
 -50% of time to be spent in active
 participation with child or children
 Meet with teacher Mon. P.M. to receive
 direction from teacher;
 re: -materials needed for week
 -center or area of responsibility
 -correction with Teachers plan
 to be responsible for Spectrum:
 -diagnosis, follow through,
 -evaluation, testing, record keeping
 -correlation with current pre-post
 test

TUTORING
Guidelines With Self-Assessment Checklist

Name of Tutor _____ Date _____

Directions: When you finish a tutoring session, check yourself to see if you remembered to do each thing listed below. Put a checkmark under "yes" if you did the thing mentioned. Put a checkmark under "no" if you did not do the thing mentioned.

STEPS IN TUTORING	YES	NO
1. I was on time for the tutoring session.		
2. I was prepared with the materials needed.		
3. I sat beside the tutee, rather than in front of him.		
4. I greeted the tutee pleasantly to start the session and talked with him about something in which he was interested.		
5. I discussed with the tutee what would be studied or practiced that day.		
6. I looked at the tutee when either of us spoke.		
7. I spoke slowly and clearly.		
8. I waited for the tutee to answer each question asked or complete each exercise given.		
9. For every correct and complete answer, I told the tutee his answer was correct.		
10. I praised the tutee when he gave the correct answer.		
11. I praised the tutee for trying.		
12. I corrected the tutee's wrong or incomplete answer.		
13. I set a good example for the tutee by paying attention to the work and showing him that I liked the subject matter.		
14. I was pleasant and tried to be helpful throughout the session, especially when the tutee did not seem to learn or understand.		
15. Near the end of the session, I reviewed with the tutee what he had learned during the session and praised him for having worked hard and learning.		
16. I told the tutee when we would work together again.		

TUTORING SESSION OBJECTIVES
WITH ASSESSMENT CHECKLIST

Name of Tutee _____

Behaviors to be Evaluated	Needs Improvement		Satisfactory		Needs Improvement		Satisfactory	
	Needs Improvement	Satisfactory	Needs Improvement	Satisfactory	Needs Improvement	Satisfactory	Needs Improvement	Satisfactory
A. Behaviors related to attitudes and achievement in the subject matter of the tutoring:								
1. The tutee expresses pleasant feelings about the subject matter.								
2. The tutee works persistently in the subject matter.								
3. The tutee works with independence in the subject matter.								
4. The tutee works on the subject matter of the tutoring at other than regularly scheduled times.								
5. The tutee attains concepts and skills of the subject matter well.								
6. The tutee scores well on criterion and/or teacher made tests.								
7. The tutee performs class activities well in the subject matter of the tutoring.								

Tutoring Session Objectives With Assessment Checklist

2

B. Behaviors related to motivation and self-direction during the tutoring sessions:	Needs	Improvement	Satisfactory	Needs	Improvement	Satisfactory	Needs	Improvement	Satisfactory
1. The tutee comes to the tutoring session on time.									
2. The tutee pays attention to the tutor and the work to be done.									
3. The tutee brings any materials he needs to the tutoring session.									
4. The tutee continues to work during each session.									

111TH STREET SCHOOL

Standards for Noon and Recess Playground

One area that needs considerable improvement is the children's behavior while on the playground at recess and noon. Anyone who has done yard duty knows the problems: disorganized games, children wandering around the playground, lavatories full of children, children in the halls, children out of their areas playing on the apparatus, classes continuing to play after the bell rings, etc.

Teachers must see that the following standards are adhered to:

1. The teacher will walk the class to the play area and see that the game is properly started.
2. On Friday afternoon teach the games for the areas assigned for the coming week. (See the sheet in the handbook showing which games are suitable for each area.)
3. Select reliable team captains. Captains shall report to the teacher for appropriate action those who leave the play area.
4. Children should use the lavatory before the bell rings. However, there is no reason for large groups of children leaving the area to go to the lavatory. The captain may allow a few at a time to leave the area.
5. If children are properly trained, there is no reason for whole classes to stop and use the lavatories after the bell rings.
- 6.. Teachers will be held responsible for children found out of the play area.
7. If for some reason a child can't participate in the game, he is to sit on the bench in the play area.
8. No one is to leave the area to go play on the apparatus.
9. When the bell rings, classes must immediately stop play and line up in their assigned places. Teachers are expected to pick up their classes then - not 5 minutes later.
10. The teacher is responsible for teaching the games during Physical Education time. Teach the proper rules to avoid children making up their own. (See handbook for proper ways to play the game.)
11. Let's teach the children about cleanliness and thereby encourage them not to throw papers and trash on the yard. Make your class responsible for leaving their area and the yard in general clean.
12. Choose a dependable ball helper and let him go a few minutes early so the ball is at the area when the children arrive. At noon, the ball helpers are released early so they can get the balls and have them waiting when the teams get to the areas.

LOS ANGELES CITY SCHOOL DISTRICT

Div. of Instr. Serv.
Bulletin No. EC-3
HOMEWORK
(New File Heading)

September 3, 1963

Division of Instructional Services Bulletin No. EC-3

TO: Administrators of Elementary Schools
ATTENTION: ALL TEACHERS

FROM: Associate Superintendents of
Division of Elementary Education and
Division of Instructional Services

SUBJECT: STATEMENT OF POLICY FOR HOMEWORK
IN THE LOS ANGELES CITY ELEMENTARY SCHOOLS

The following statement of policy and procedures for homework for pupils in the Los Angeles City Elementary Schools has been prepared jointly by the Division of Elementary Education and the Division of Instructional Services.

The curriculum consists of all learning experiences guided by the school. Study outside the classroom is part of a pupil's educational program.

The following principles direct homework assignments:

1. Homework is related to classwork and to the goals of the Course of Study for Elementary Schools.
2. Homework emphasizes quality rather than quantity.
3. Homework should be consistent with the grade level and maturity of the pupils.
4. Homework assignments should be purposeful and clear, based on an analysis of the needs of the group and of the individual pupil.

Homework begins in the kindergarten and shall be increased in intensity as the pupil moves upward in the grades.

(OVER)

SUGGESTED TIME SCHEDULE FOR HOMEWORK

The following is a guide for schools in developing a time schedule for homework based upon the statement of policy of Los Angeles City Schools.

<u>GRADE LEVEL</u>	<u>TIME ALLOTMENT FOR ASSIGNMENTS</u>
Kindergarten and Grade One	No specific amount of time is suggested for homework at these levels.
Grade Two	10-20 minutes, one or two days a week
Grade Three	15-25 minutes, two days a week
Grade Four	15-30 minutes, two days a week
Grade Five	20-30 minutes, two or three days a week
Grade Six	30 minutes, three to four days a week
No homework assigned on week-ends or holidays	

<u>SECONDARY TIME SCHEDULE*</u>	<u>(Presented for Your Information)</u>
Grade Seven	1/2 to 1 hour per day, 4 days a week
Grade Eight	1 hour to 1 1/2 hours per day, 4 days/week
Grade Nine	1 to 2 hours per day, 4 days per week
Grades ten - twelve	2 to 3 hours per day, 5 days per week

* Junior and Senior High School Graduation Requirements and Curricula
1961 Revision. Los Angeles City Schools: Division of Instructional
Services, Publication No. 480. p. 6.

HOMEWORK IS PURPOSEFUL WHEN ASSIGNED TO PUPILS IN ORDER TO:

- Maintain and extend good study habits developed in the classroom
- Strengthen fundamental skills
- Develop responsibility for completing tasks when due
- Provide opportunities to apply work-study and reference skills
- Provide opportunities to engage in creative projects and self-directed activities

THE PRINCIPAL'S RESPONSIBILITY IS TO:

- Discuss the homework policy with teachers
- Develop with teachers, a homework program adapted to the school
- Implement the homework program
- Interpret the homework policy and program to parents
- Maintain a continuous evaluation of the homework program

THE TEACHER'S RESPONSIBILITY IS TO:

- Provide assignments related to classwork
- Make available books and materials required for the assignment
- Make certain that pupils understand the assignments and the reasons for them
- Teach necessary study and work skills
- Check and evaluate the homework

THE PUPIL'S RESPONSIBILITY IS TO:

- Be sure that he understands and knows how to do the assignment
- Have necessary materials at hand
- Take care of and return school books needed at home
- Follow study techniques outlined by the teacher
- Apply and practice skills learned in class
- Strive for the best quality of work of which he is capable
- Complete and return assignments on time

THE PARENT'S RESPONSIBILITY IS TO:

- Provide the child with a quiet place and adequate time to do homework
- Encourage the child to do his own work
- Encourage the use of good study habits and the completion of assignments
- Insist upon the proper care and use of books and materials

RIP:vgh

111TH STREET SCHOOL

Consolidated list of Instructional Materials

For information regarding IGE materials, contact Dr. W.H. Sipes, R. & D. Center, 1401 Regent Street, Madison Wisconsin, 53706

<u>MATERIALS</u>	<u>PUBLISHER</u>
Sullivan Pre-reading and Math Program (charts only)	Sullivan
Early Explorations	Denoyer-Gebhardt
2 Peabody Language Development Kit Level 1	American Guidance Service
2 Merrill Math Skill Tapes	Charles E. Merrill
2 Continuous Progress Laboratory - Tapes	Educational Progress Corp.
Individualized Math Cards (AA & BB)	Singer/Random House
2 Mathematics Laboratory Cards	McCormick - Mathers
Language Master Arithmetic Program- Cards 1 590	Bell & Howell - Audio Visual Products Division
Self-teaching Arithmetic	Scholastic Book Services
Math Wonderful Records of Facts	John D. Caddy - Canoga Park
Programmed Math - Sullivan Associates Program	California State Department of Education
2 Modern School Mathematics Structure and Use-Overhead Visual	Houghton Mifflin Co.
2 Tangromath	Creative Publications, Inc.
Pattern Blocks	Creative Publications, Inc.
2 Cuisenaire Rods and Task Cards	Cuisenaire Co. of America
MacMillan Math Activity Cards	MacMillan Co.
Developmental Math Cards	Addison - Wesley (Canada) Ltd. Webster Division
Geoblocks	McGraw Hill Book Co.
Set of Numbers	L.W. Singer Co., Inc.
Math Workshop Level A	Encyclopedia Britannica
Elementary School Mathematics Book 1	Addison-Wesley Pub. Co. Inc.

MATERIALSPUBLISHERS

Learning about Measurements	Franklin Publishing Inc.
Learn to Fold - Fold to Learn	Franklin Publishing Inc.
Elementary School Mathematics	Addison-Wesley Publ. Co.
Mathematics Around the Clock	Franklin Publishing Inc.
Making and Using Graphs and Nomographs	Franklin Publishing Inc.
Mirror Magic	Franklin Publishing Inc.
Programmed Math-Sullivan State Series	Sullivan Press
Basic Addition Book One	Sullivan Press
Advanced Addition Book Two	Sullivan Press
Subtraction Book Three	Sullivan Press
Multiplication Book Four	Sullivan Press
Division Book Five	Sullivan Press
Fractions Book Six	Sullivan Press
Decimals Book Seven	Sullivan Press
Measurements Book Eight	Sullivan Press
Duplicating Masters	Houghton Mifflin
"The Six Wonderful Records of Facts" 3 sets, two records in each set	John D. Caddy
2 Imperial Primary Math Skills (Reel tapes, 1) (Cassette, 1)	Imperial Instructional Learning
2 Imperial Intermediate Math Skills (Cassette, 1, 40 lessons, 40 tapes)	Imperial Instructional Learning
Individualized Mathematics (Drill & Practice KIT)	Singer & Random House
Simple Scales (Invicta)	Math Media
Counter Balance Fractional Units	Math Media
Scholastic Program of Individual Arithmetic Instruction	Scholastic Book
Educational Sensory Program Tapes	Educational Development Center
Trundle Wheels	Math Media

MATERIALS

Chalkboard Compasses

Chalkboard Protractors

Abacus

Attribute Blocks

Geometric Shapes

Try Task Sets

Pattern Blocks

Geometry Figures and Solids

Tic Tac Toe

Kount-N-Kube

Plastic Counters

Wooden Pegs

2 Piaget Program

3 Early Childhood Discovery Materials

2 Starting Out With Pictures

S. R. A. Reading Lab 11a

S. R. A. Reading Lab 1b

S. R. A. Black History Kit

Spectrum MacMillan Reading

2 Audio Reading Progress Laboratory

Target Blue Structural Analysis Kit

Listen & Think Lessons - Lev. C & D

Reader's Digest Skill Builders

Controlled Reading Study Guide & Film Strips. ~~Lev. C & D~~ 1b & 1c

Ideal Vowel Tapes

3 Phonics We Use (Learning Games)

Word Games

PUBLISHERS

Math Media

Math Media

Houghton Mifflin

Educational Development Center

Webster

Noble and Noble Publishing

McGraw-Hill

Creative Publishing Inc.

Checkline

Milton Bradley

Milton Bradley

Milton Bradley

American Science & Engineering

The McMillan Co.

Harper & Row Publishers

Science Research Associates, Inc.

Science Research Associates, Inc.

Science Research Associates, Inc.

The MacMillan Co.

Educational Progress Corp.

Field Educational Publications

E.D.L./McGraw-Hill

Reader's Digest Services, Inc.

E.D.L./McGraw-Hill

Ideal Co.

Lyons & Carnahan Inc.

Teacher Developed

MATERIALS

- Audio Reading Progress
- 2 Durrell Phonics Practice Progress
- Language Development Program
- 2 Bowmar Primary Reading Series
- Ideal Charts (initial & final con.)
- Focus on Self-Awareness
- S.Y.E. Educational Multi-Media
- Our Children's Heritage
- 3 Primary Reading Program
- 2 Kit A Language
- Listening Skills Program
- 3 Listen and Do
- 2 Reading Lab 1a
- 2 First Talking Story Book Box
- A B C's
- 2 Creative Reading Program Level 1
- 3 First Talking Alphabet Part 1
- 3 First Talking Alphabet Part 11
- B.R.S. Series
- The Child's World, Foldout Series
- Tales by Rudyard Kipling
- Target Yellow Field Reading Skill Program
- Getting Ready to Read
- Speech-to-Print Phonics
- Learning Letter Sound Filmstrip
- Edge II (Mathematics and Ecology)

PUBLISHERS

- Educational Progress, Corp.
- Harcourt Brace & World Inc.
- Scientific Research Assoc.
- Bowmar
- Ideal School Supply Co.
- Scientific Research Assoc.
- Singer
- Storytoons, Inc.
- Imperial Instructional Learning
- Ginn
- Scientific Research Assoc.
- Houghton Mifflin
- Scientific Research Assoc.
- Scott, Foresman
- Black
- Harper Row
- Scott, Foresman
- Scott, Foresman
- Scientific Research Assoc.
- Scientific Research Assoc.
- Scientific Research Assoc.
- Field Educational Pub.
- Houghton Mifflin
- Harcourt-Brace & World, Inc.
- Houghton Mifflin
- Learning Achievement Corp.

MATERIALS

Consonant Kit B
Child Craft How and Why Library
Pacesetters for Reading
Individualized Reading Kit, Grades 1,2,3
Torchlighter (Ind. Reading Kit)
Modern Arithmetic Series-Grades 1,2
Developing Number Experience-Kit A
Owl Books
I Wonder Why Readers
Bowmar Reading Incentive Program
Rheem's Remedial Reading Program
Spelling & Learning Games
Word Building Cassette Tapes
Show and Tell
Fun with Rhymes, Opposites, Beginning Sounds
Kindergarten Manipulatives
First Grade Manipulatives

PUBLISHERS

Ginn and Company
Field Ent. Ed. Corp.
Troll Associates
Scholastic
Harper Row
McGraw Hill
Holt, Rinehart & Winston
Holt, Rinehart & Winston
Holt, Rinehart & Winston
Bowmar Record Inc.
Rheems
Lyons & Carnahan
Ideal
General Electric
Instructo
Educational Reading Service
Educational Reading Service

SUGGESTIONS FOR PARENTS OF ABLE CHILDREN

By John Curtis Cowan

They are still children. They need love but controls; attention but discipline; parental involvement, yet training in self-dependence and responsibility.

Emphasis on early verbal expression, reading, discussing ideas in the presence of children, poetry and music are all valuable. Parents should read to children. There should be an emphasis by parents on doing well in school.

Parents can see to it that the gifted child age six or above has a playmate who is as able, even if he has to be "imported" from some distance.

The role of good books, magazines and other aids to home learning, such as encyclopedias, charts, collections, etc., is important.

Parents should take the initiative in taking able children to museums, art galleries, educational institutions and other historical places where collections of various sorts may enhance background learning.

Parents should be especially careful not to "shut up" the gifted child who asks questions. In particular, he should not be scolded for asking. The parent may, however, insist that questions not be asked at inappropriate times, and he may require the child to sharpen or rephrase the question so as to clarify it. Sometimes questions should not be answered completely, but the reply should itself be a question which sends the child into some larger direction. When the parent cannot answer the questions, he should direct the child to a resource that can.

There's a difference between pushing and intellectual stimulation. Parents should avoid "pushing" a child into reading, "exhibiting" him before others or courting undue publicity about him. On the other hand, parents should seek in every way to stimulate and widen the child's mind, through suitable experiences in books, recreation, travel and the arts.

The gifted child usually has a wide and versatile range of interests, but he may be somewhat less able to concentrate on one area for a long time. Parents should encourage children who have hobbies to follow through on them, to plan and strive for creditable performance and for real mastery, rather than "going through" a lot of hobbies or collections in a short time.

Parents should avoid direct or indirect or unspoken attitudes that fantasy, originality, unusual questions, imaginary playmates, or out of the ordinary mental processes on the part of the child are bad, different or to be discouraged. Instead of laughing at the child, laugh with him and seek to develop his sense of humor.

Parents can avoid over-structuring children's lives so that they don't have any free time. Sometimes parents are concerned that gifted children spend

some time in watching TV or reading comic books. While they should not spend all their time doing so, they cannot be expected to perform at top capacity at all times.

Gifted children are sometimes impatient of conventions. Have a frank talk with your child about the importance of conventions, such as driving on the right hand side of the road. Then point out other conventions of politeness, manners, courtesy and regard for others.

Whenever possible, talk things out with him, especially when there has been a disciplinary lapse. He is much more amenable to rational argument than are many children and usually has a well-developed sense of duty.

Give him the stimulation of private lessons in some skill in which he excels. See that he has social membership in worthy groups. Encourage special experiences outside the home such as traveling alone or visiting friends overnight. Try to give him the chance to talk with an adult authority in some lines that interest him.

Take time to be with him, listen to what he has to say, to discuss ideas with him.

Be a good example yourself, and try to find worthy adult model figures of both sexes outside the family for him to know.

Support the school efforts to plan for able children. Help to interest the PTA in the problem. Support study groups on gifted children. Encourage cooperative endeavors among other parents.

AREA B
Counseling and Psychological Services
March 27, 1973

LOS ANGELES UNIFIED SCHOOL DISTRICT
Administrative Zone B

111th Street School
1630 E. 111th Street
Los Angeles, Calif.
90059

Dear _____,

Our mid-year Teacher Parent Conferences will be held from January 16, to
January 26, 1975.

I have scheduled a conference with you and your child for _____
Day

_____ Date _____ Time _____

I am looking forward to meeting you at this time.

Please indicate below if this time is convenient for you and return the
tear-off to school with your child.

Sincerely,

Teacher

(Tear-off)

Please complete and return to room _____.

(Check one)

_____ The time you suggest is convenient.

_____ The time is not convenient, and I would prefer _____
Date

at _____
Time

Child's name

Parent's Name

Address

Phone

The Conference Interview

Pointers

1. Review the pupil's record before the interview.
2. Schedule the conference in a setting of privacy and comfort.
3. Greet the parent in a friendly, normal manner.
4. Use a "warm-up" topic to open the discussion.
5. Explain the purpose of the conference (if this has not been done by other means).
6. Make mental notes for further investigation.
7. Select the pupil's strongest attribute. This will serve as a cushion for the less complimentary information, if any.
8. When conflict occurs between the school's observations and those of the parents, stop to analyze the underlying reasons.
9. Avoid giving advice; substitute instead an analysis of the situation.
10. Summarize the analysis of the child's progress.
11. Plan next steps which will include an assignment for the parent and the school. It is usually advisable to ask the parent to offer his suggestions before offering possible alternatives.
12. The conference should always end with a feeling of cooperation and assurance that the door is open for possible future meetings.

Hatch, Raymond N., Guidance Services in the Elementary School,

Wm. C. Brown Co.

Parent Conference Summary Sheet

(Jan. 16 - Jan. 26)

Teacher _____ Room _____ Grade _____ Enrollment _____

Parents contacted _____

Parents responding _____

Parents failing to respond _____

Pupil Conference Record mailed to parents _____

Teachers, please complete and return to counselor's office by January 26, 1973.

Parent Conference Summary Sheet

(Jan. 16 - Jan. 26)

Teacher _____ Room _____ Grade _____ Enrollment _____

Parents contacted _____

Parents responding _____

Parents failing to respond _____

Pupil Conference Record mailed to parents _____

Teachers, please complete and return to counselor's office by January 26, 1973.

Parent Conference Summary Sheet

(Jan. 16 - Jan. 26)

Teacher _____ Room _____ Grade _____ Enrollment _____

Parents contacted _____

Parents responding _____

Parents failing to respond _____

Pupil Conference Record mailed to parents _____

Teachers, please complete and return to counselor's office by January 26, 1973.

One Hundred Eleventh Street School
1630 East 111th Street
Los Angeles, California 90059

Name _____

Unit _____

Pupil Conference Record
Academic Achievement

Math

Strands	Has Made Improvements	Needs to Improve	Not Applicable skill to be introduced at later date
Numbers and Operations			
Geometry			
Measurement			
Applications of Mathematics			
Statistics and Probability			
Sets			
Functions and Graphs			
Logical Thinking			
Problem Solving			

Attitudes and Behavior

	Consistently	Usually	Seldom
Completes Assignments			
Works to best of Ability			
Shows Appropriate Behavior			

Special Parent-Teacher Plans or Suggestions

Teacher

Parent

Date of Conference _____

AT HOME LEARNING ACTIVITIES

Reading, Language, Writing, Speaking, Listening, Arithmetic, Spelling

Topic	Activity	Parent will:	Child will:
Reading -alphabet	Recognizing letter names	Games may begin while traveling in car, taking walks, or cooking, such as: -watch for out-of-state licenses and read plate -read street and traffic signs name letters. -read labels on food, name letters	Participate in games, -Identify specific letters from among many. -Make up own games, such as: count every Toyota with license that begins with P or N or B, etc.
-phonics	Identifying letter sounds	-on direction from teacher, help child review consonant and vowel sounds. -provide materials - newspapers, magazines, paper, crayons, glue. -check work or assist to get started.	-Make a collection of things beginning or ending with one sound. -Illustrate pictures of things with one beginning or ending sound.
-vocabulary development	Reading for enjoyment	-Take child to library. -Get a personal card. -Sign for child's card. -Check out books for personal reading. -Talk about the story with child. -Assist child with skills of checking books in and out and of locating books by topic and number. -Teach child responsibility of caring for books. -Check out books for reading with child.	-Choose books on his level and that are fun to read. -Visit library regularly. -Read to others. -Share interesting books with class. -Use library skills. -illustrate books via pictures, creative poems, or stories.
Speaking Writing Listening	Telephoning	Develop answering pattern such as: "Hello, Hall's home. John speaking. Who's calling please? Just a moment. May I take a message? He (she) is not here. Thank you. Goodbye." -Provide opportunities for child to perform task. -Provide pad and pencil for message writing.	Take turns at being answering secretary. -Follow through by calling person to telephone or writing message for later delivery.

<u>Topic</u>	<u>Activity</u>	<u>Parent Will:</u>	<u>Child will:</u>
Speaking Listening	Holding a conversation	Develop greeting pattern for visitors, such as: (After checking identity with parents) "Please come in. Sit here and I will get my mother (father). May I take your hat (coat)?" "My name is John." "I go to school." "I am in the _____ grade."	Take turns at answer- ing door. -Learn to ask, "Who is it, please?" and check with parents before opening door. -Talk with visitors until parents enter. Speak intelligently in answer to a question. Listen attentively to visitor.
Writing Spelling	Writing thank you notes or letters	Set standards of making written response for gifts or other acts of kindness -Provide paper, pen, envelopes, and stamps. -Assist with content of mes- sage. -Provide dictionary to check spelling.	Recall what person gave gift. -Decide what is important to write. -Use proper form for letter writing. -Spell words properly (Use dictionary if necessary.)
Spelling Writing Reading Listening Arithmetic	Making weekly grocery list Outdoor planting Cooking Height and weight charts	Provide opportunity for child to record groceries needed. Provide materials for writing, measuring, and planting. Provide opportunities for child to perform practical activities Give quickie mental drill on basic arithmetic facts.	Listen to items as parent names. -Spell and write correctly each item. -Read grocery ads -Read recipes and learn how to measure accurately. -Learn to read the yard stick and scales (bathroom) -Read and follow directions carefully on seed package. -Use basic arithmetic skills.

PROJECTS FOR RAPID LEARNERS

1. Art Sponsor - Arrange for local stores, banks, and libraries to exhibit children's art work.
2. Collectors for Charity - Collect and mend books, magazines, and games for distribution through local agencies.
3. Community Liaison Personnel - Recommend neighborhood personalities for a Community Hall of Fame. Stories written by children can be featured in school newspaper.
4. Deputies for Cleaner Communities - Make anti-litter posters to be displayed in neighborhood stores. They may write to the local sanitation department to request the placement of additional litter cans.
5. Library Promotor - May encourage more use of the local library.
 - a. Interview the librarian.
 - b. Publicize special exhibits.
 - c. Arrange for a tour through local library.
 - d. Help to "advertise" new books, old favorites, magazines and recordings.
6. Trip Consultants - Investigate the neighborhood and prepare a neighborhood directory. Include:
 - a. Past and present history of the community.
 - b. Transportation and communication facilities.
 - c. Services for protection, health, and recreation.
 - d. Names and locations of stores that sell, repair and service commodities.
7. Resource Cart Operator - Collect magazines, pamphlets, pictures, clippings, equipment and slides centering around a theme. Examples:
 - a. Hobby Wagon
 - b. Special Book Exhibit
 - c. Plant Cart
 - d. Interesting Places on Wheels
8. Thought-Provokers - Set up school contests with questions and activities, such as:
 - a. Solve the science formula.
 - b. Who is the Mystery Guest? (A picture of a famous personality can be shown weekly.)
 - c. How many beans are in the jar?

TEACHING AIDS AND MATERIALS FOR HOME USE

MATH

<u>Item name and number</u>	<u>Skill</u>	<u>Manufacturer</u>
Addition and Subtraction Wheels	All Number Facts	Milton Bradley
Multifactor	Multiplication Facts	London Enterprises
Math-O-Matic	One for each Process: Addition, Subtraction, Multiplication	Peter & Paul
Multiplication and Division Wheels	All Number Facts	Milton Bradley
The Winning Touch	Multiplication	Ideal
Tic-Tac-Toe	Addition	Checkling
Visual Tutor	Multiplication Facts	Visual Tutor
Tower Puzzle	Logical Thinking	Creative Publication
Tangramath	Logical Thinking	Creative Publication

READING

Crossword Puzzles Elementary	Enrichment	Ideal
Magic Cards		Ideal
Final Consonant #2722		
Consonant Blends and Digraphs #2752		
Vowels #2742		
Classification --Opposites -- Sequences #2712		
Rhyming Pictures for Peg Board #2694		Ideal
Objects that Rhyme		
Building Letters		
Lower Case Letters		
Capital Letters		
Kinesthetic Trace the Letters Card		Instructo Educational
Perception Task Cards #7915		Ideal
Peg Patterns		
Make a Word		
Letter Forms		
Make a Shape		
Vowel cards		Ideal
Consonant cards		Dolch

Teaching Aides and Materials, cont.

Reading

<u>Item Name and Number</u>	<u>Skill</u>	<u>Manufacturer</u>
Reading Readiness Games 1 & 2 Popper Words (Basic Sight Vocabulary)		Dolch
Phonic Rummy #2156 Sets - A,B,C,D,E.		Kenworthy
New Phonetic Drill Cards #2209 A-Word Blends B-Word Prefixes C-Syllable Flip Cards		Kenworthy

Places where the teaching aids and materials may be obtained:

1. Educational Materials & Supplies Neely's
5950 South Broadway
750-5011
2. ESSCO Educational Supply Co.
2825 East Gage Huntington Park
583-7341
3. School Service Co.
647 S. La Brea
933-5691